Santoor

Textbook of English for Grade 4

0432

विद्यया ऽमृतमश्नुते

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NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
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Foreword

The Foundational Stage in school education, as envisaged by the National Education Policy 2020, serves as the cornerstone for the holistic development of children. It enables them not only to imbibe the invaluable *samskaras* rooted in our country's ethos and constitutional framework, but also to acquire basic literacy and numeracy. This foundation equips them to transition seamlessly into the more challenging Preparatory Stage.

The Preparatory Stage acts as a bridge between the Foundational and the Middle Stages, spanning three years from Grade 3 to Grade 5. The education provided during this stage builds upon the pedagogical approaches of the Foundational Stage. While the play-way, discovery, and activity-based learning methods continue, children are also introduced to textbooks and more formal classroom settings. This introduction aims not to overwhelm but to establish a foundation across curricular areas, promoting holistic learning and self-exploration through reading, writing, speaking, drawing, singing, and playing. This comprehensive approach encompasses physical education, art education, environmental education, languages, mathematics, basic science, and social science. This comprehensive approach ensures that children are well-prepared at both the cognitive-sensitive and physical-pranic (emotional) levels to effortlessly transition to the Middle Stage.

The textbook, *Santoor* for Grade 4, is meticulously designed to align with these objectives. It adheres to the recommendations of the National Education Policy 2020 and the National Curriculum Framework for School Education 2023. The textbook emphasises conceptual understanding, critical thinking, creativity, values and dispositions essential for this developmental stage. It incorporates cross-cutting themes such as inclusion, multilingualism, gender equality, and cultural rootedness integrating appropriate ICT and school-based assessments. The engaging content and activities are designed to captivate students and encourage peer group learning, thus enriching the educational experience for students as well as teachers.

It is crucial to remember the pedagogical focus of the textbook emphasising understanding, critical thinking, reasoning, and decision making. Children's innate curiosity at this stage should

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be nurtured by addressing their questions and designing activities based on core learning principles. While the play-way method continues, the nature of toys and games used for teaching evolves to enhance engagement rather than mere attraction.

While this textbook is valuable, children should also explore additional resources on the subject. School libraries should facilitate this extended learning, and parents and teachers should support their endeavours.

An effective learning environment motivates students, keeping them engaged, and fostering curiosity and wonder vital for learning.

With confidence, I recommend this textbook to all students and teachers at the Preparatory Stage. I extend my gratitude to everyone involved in its development, hopeful that it will meet expectations.

As NCERT remains committed to systemic reforms and improving publication quality, we welcome feedback to refine the textbook content.

Dinesh Prasad Saklani
Director

New Delhi
12 March 2025

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About the Book

Language lies at the centre of human cognitive, social, and cultural experiences. It enables effective communication, which is integral to the formation and functioning of societies and cultures as enphasiged in the National Curriculum Framework for School Education (NCF SE, p. 234).

The present textbook is designed in alignment with the visionary framework of the National Education Policy (NEP) 2020 and the National Curriculum Framework (NCF) for School Education 2023. At the preparatory stage, students develop proficiency in speaking and competencies in reading and writing in both languages—Reading in Language 1 (R1) and Reading in Language 2 (R2). While students achieve these faster in R1, they are expected to gain familiarity with R2, gradually progressing from basic communication skills to greater fluency and proficiency in speaking and writing.

To take children well beyond foundational literacy and develop a genuine interest in independent reading, the textbook draws from children's real-life experiences and reflects their cultural and social milieu. It is purposefully crafted to meet specific stage competencies and grade-based learning outcomes, ensuring alignment with core principles of the subject. It uses language appropriate for the grade level and provides support for unfamiliar vocabulary and complex sentence structures. Additionally, it incorporates digital elements and external references suitably within the material. The local context heavily influences content selection. The textbook aims to be engaging, striking a balance between visuals and text, leaning towards visually appealing material making it suitable for easy comprehension by young learners.

To foster oral skills, this textbook offers engaging learning materials that encourage students to converse with each other. The content features a range of activities such as reciting rhymes, singing songs, role-playing, etc., facilitating in-class practice. To enhance reading abilities, the textbook presents a diverse array of content, encompassing stories, poems, narratives, and a comic strip. It maintains a balance between familiar and unfamiliar texts and contexts. With large font sizes, colourful illustrations, and captivating chapter titles, it captivates student interest. The text stimulates critical thinking and sparks imagination, fostering curiosity. The content is structured to aid students in transitioning

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from guided to independent reading. For honing writing skills, the selected content systematically imparts writing proficiency. Students engage in activities that encourage independent practice, such as constructing simple sentences, encouraging creative expression, and skill development in writing.

All these are done through various sections, like 'Let us read', 'Let us recite', 'Let us think', 'Let us speak', 'Let us learn', 'Let us listen', 'Let us write', 'Let us do', and 'Let us explore'. They not only help the learner in the process of language acquisition but also builds up their confidence level.

Curricular Goals (CG) lay the foundation of every learning-teaching material. In line with the textbooks for Grades 1,2 and 3, Santoor (Grade 4) has been developed after careful consideration of the curricular goals. The curricular goals for language address the diverse needs of learners in a language classroom. Communication and comprehension are at the heart of every language and the same has been reiterated through CG1: Sustains effective communication skills for day-to-day interactions, enhancing their oral ability to express ideas. The book provides ample opportunities for learners to engage with the text and share their input. Sections titled 'Let us speak' and 'Think and answer' subsection of 'Let us think' present opportunities for students to be creative with replies and share with classmates allowing learners to engage with language in a meaningful way.

Similarly, CG 4: Develops a wide range of vocabulary in various contexts and through different sources has been addressed by incorporation of texts and activities that are not only limited to literature but also encompass content areas like mathematics and 'The World Around Us'. Activities and vocabulary pertaining to the same find a place in different units.

In Grade 4, although guided writing is the main component, there is a gradual progress towards making learners independent writers. This is in alignment with the CG 3 that develops the ability to express their understanding, experiences, feelings, and ideas in writing.

Reading as a process is not limited to decoding, says CG 2, which aims to develop fluency in reading and the ability to read with comprehension. The activities in Santoor are designed to evoke responses by the learners' reflecting their understanding of the text through the 'Answer the following' subsection.

One of the major recommendations of NCF-SE 2023 is the inclusion of knowledge of India. Indian values and traditions have

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been presented to the learner in an easily comprehensible way, for instance, the chapter on Maheshwar brings into light the rich cultural heritage, architectural magnificence, and the legacy of Ahilya Bai, inspiring appreciation for the history and traditions of Bharat.

The theme of the Unit 1 is 'My Land'. This unit encourages students to understand the importance of togetherness, honesty and road safety in building a strong, harmonious, and responsible nation. It begins with the poem 'Together We Can', which talks about the joy of togetherness, helping each other in times of need, and the power of teamwork.

Chapter 2, 'The Tinkling Bells', inculcates the value of honesty and a bond of love between Chinna and his pet. It introduces the young learners to the fact that one should treat other's belongings with respect, just as one would want their own to be respected.

Chapter 3, 'Be Smart, Be Safe: Road Safety Tips for Little Feet', is a guideline-based letter from the Traffic Police of Bharat to young students on learning traffic rules in a fun and effective way.

Unit 2, titled 'My Beautiful World', takes the children into the world of focus, wisdom and perseverance. It encourages them to pursue one goal at a time, gather insights from the timeless tales of Panchatantra, and be inspired by those who brought hope and light into the lives of others.

Chapter 4, 'One Thing at a Time', encourages children to focus on a single goal at a time enabling them to complete their tasks faster with better results. This approach also makes learning easier and more enjoyable.

Chapter 5, adapted from The Panchatantra, titled 'The Old Stag', teaches an important lesson about wisdom, love, and gratitude. It brings into light the fact that nature provides abundantly for all creatures, offering shelter and food equally, if used wisely.

Chapter 6, 'Braille', is about the life of 'Louis Braille', a Frenchman who lost his sight as a child. His invention of a special code using small dots made the world accessible for the visually impaired which brought new hope and possibilities for them.

Unit 3, titled 'Fun With Games', steers us into the world of health and fitness.

It begins with a poem, 'Fit Body, Fit Mind, Fit Nation', which is about children involved in various activities like hockey, skating, playing musical instruments, cycling, and singing. Balancing studies with fun activities helps them relax and unwind. A happy and active child grows with confidence and shine!

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Chapter 8, 'The Lagori Champions', is about an intense Lagori match between the Sunderban Tigers and the Green Warriors. Both teams give their best performances. Read the story to find out which team wins.

Chapter 9, 'Hekko', allows readers to peep into the golden history of Nagaland, where this sport originated. Read on to discover more about this game of strength and power.

Unit 4 titled 'Up High' takes the readers on a journey of wonder, adventure, and heritage. It begins with the poem 'The Swing' which talks about the most pleasant things a child can ever do— enjoying the view while playing on a swing from a height. What fun it is!

Chapter 11, 'Journey to the Magical Mountains', tells the story of the bond of love and adventure shared by Minam and her grandfather, who was once a Sherpa. He takes her on an unforgettable journey.

Chapter 12 of this unit takes the readers to the majestic fort 'Maheshwar' built by Ahilya Bai of Holkar dynasty. Read to find out what else is interesting about the place.

Language and literacy, physical, socio-emotional, aesthetic and cognitive domains have been integrated along with the development of positive habits to create a learning impression in totality for children. Development of Annamaya, Pranamaya, Manomaya, and Vijnanamaya koshas is an ongoing process which leads to the manifestation of Anandmaya kosha. The present textbook is a step in this direction.

In addition to the material provided in the textbook, teachers may also use the matter embedded in the QR code. Further, as suggested in 'Note to the teacher' section given throughout the book, teachers are encouraged to use local stories, proverbs and objects in the classroom, as well as audio and video support from DIKSHA platform. The textbook is only one tool; learning needs many resources. Children absorb a wealth of knowledge by observing their surroundings, interacting with peers, elders like grandparents, engaging in hands-on activities, watching TV, using mobile devices, playing with toys and games, listening to stories and poems, working on projects, visiting culturally significant places, and travelling. It is crucial to appreciate and align this diverse learning with the competencies and curricular goals set for this phase. Educating our children is a shared responsibility that extends beyond formal textbooks.

Varada Mohan Nikalje

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Constitution of India

Part IV A (Article 51 A)

Fundamental Duties

It shall be the duty of every citizen of India —

(a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;

(b) to cherish and follow the noble ideals which inspired our national struggle for freedom;

(c) to uphold and protect the sovereignty, unity and integrity of India;

(d) to defend the country and render national service when called upon to do so;

(e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;

(f) to value and preserve the rich heritage of our composite culture;

(g) to protect and improve the natural environment including forests, lakes, rivers, wildlife and to have compassion for living creatures;

(h) to develop the scientific temper, humanism and the spirit of inquiry and reform;

(i) to safeguard public property and to abjure violence;

(j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;

*(k) who is a parent or guardian, to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

Note: The Article 51A containing Fundamental Duties was inserted by the Constitution (42nd Amendment) Act, 1976 (with effect from 3 January 1977).

*(k) was inserted by the Constitution (86th Amendment) Act, 2002 (with effect from 1 April 2010).

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THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a [1]**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the [2][unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

---

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

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CONSTITUTION OF INDIA

Part III (Articles 12 – 35)
(Subject to certain conditions, some exceptions and reasonable restrictions)

guarantees these

Fundamental Rights

Right to Equality

- before law and equal protection of laws;
- irrespective of religion, race, caste, sex or place of birth;
- of opportunity in public employment;
- by abolition of untouchability and titles.

Right to Freedom

- of expression, assembly, association, movement, residence and profession;
- of certain protections in respect of conviction for offences;
- of protection of life and personal liberty;
- of free and compulsory education for children between the age of six and fourteen years;
- of protection against arrest and detention in certain cases.

Right against Exploitation

- for prohibition of traffic in human beings and forced labour;
- for prohibition of employment of children in hazardous jobs.

Right to Freedom of Religion

- freedom of conscience and free profession, practice and propagation of religion;
- freedom to manage religious affairs;
- freedom as to payment of taxes for promotion of any particular religion;
- freedom as to attendance at religious instruction or religious worship in educational institutions wholly maintained by the State.

Cultural and Educational Rights

- for protection of interests of minorities to conserve their language, script and culture;
- for minorities to establish and administer educational institutions of their choice.

Right to Constitutional Remedies

- by issuance of directions or orders or writs by the Supreme Court and High Courts for enforcement of these Fundamental Rights.

1 Together We Can

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Let us Recite

Together we stand, strong and tall,
Helping each other, we never fall.

Cheering aloud, we shout and sing,
Teamwork can overcome anything.

Win or lose, we always share,
Our bond of trust is always there.

With each hand joined, the goal is near,
Team spirit fills the air with cheer.

Together we shine, our hearts as one,
For in our team, the joy's begun!

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Let us Think

A. Answer the following.

1. What happens when you join hands with your team?
2. Why is helping each other important?

B. Think and discuss.

1. What makes you feel joyful?
2. Can you think of a good activity that you can do together with a friend?
3. Have you ever lost a game? How did you feel?
4. Imagine you are the team leader of a group project, and two of your teammates disagreed with each other for some reason. What would you do to unite your team again?

Let us Speak

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Read what Bokali and Darsana are saying. Turn to your friend sitting beside you and exchange the conversation with each other. Share what foods and festivals you like the most and say few lines about them.

Hello, I am ..... .

My favourite food is ..... .

My favourite festival is ..... .

In this festival, ...

..... .

Note to the Teacher

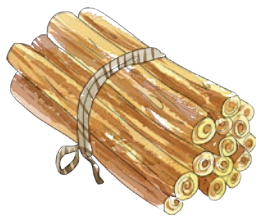
- Model the conversation for learners. Sentences may be added or simplified according to the learning level of the learners.
- Encourage the learners to talk in pairs or small groups by following the conversation etiquette of turn-taking.
- You may write the lines on the board to provide a structure. However, it is advised to encourage the learners to add their inputs.

Let us Learn

A. Look at the pictures and fill in the blanks, by using words from the box. One is done for you.

choir pack grove herd
swarm bunch bouquet

1. a .....bundle..... of sticks



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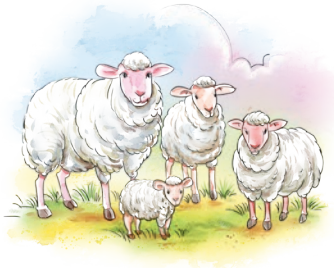

2. a ..... of sheep

3. a ..... of wolves

4. a ..... of flowers

5. a ..... of trees

6. a ..... of bees

7. a ..... of boys

8. a ..... of keys

Do You Know

Honeybees use a waggle dance to communicate with their hive members. They share the exact location of flowers having nectar, pollen, or water sources.

Ants also work as a team using signals to find food, defend their colony, and build complex nests.

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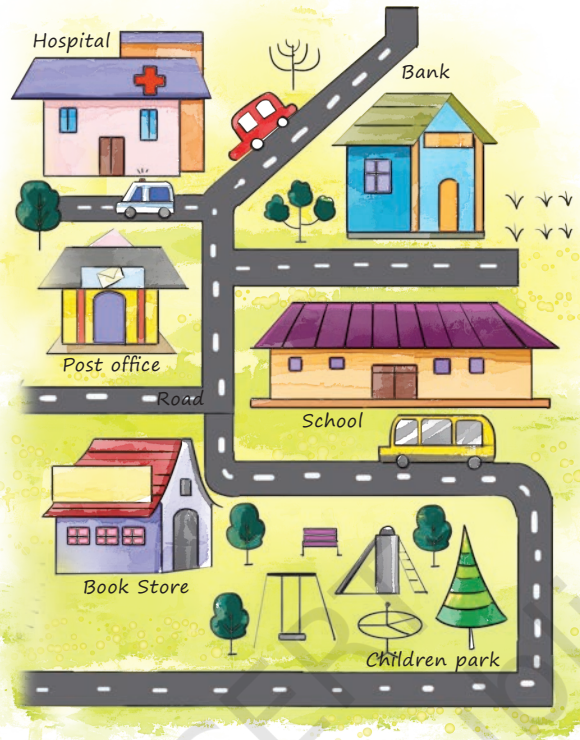
B. Look at the map given below and pay attention to the various places mentioned in it.



Now, fill in the blanks with words chosen from the box.

behind between near in front of

1. The post office is ..... the hospital.
2. There is a bookstore ..... the Children's Park.
3. The bank is ..... the school.
4. There is an ambulance ..... the post office and the hospital.

Note to the Teacher

You may discuss the picture with respect to the prepositions in their mother tongue/L1 before proceeding to their English counterparts.

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Let us Write

A. Look at the pictures and answer the questions given below.

1. What is Lubang doing, to help his injured friend, and what will they do next?

   .....

2. What are Obang, Manya and Tina doing, and what will they do next?

   .....

3. What is Anna doing, and what will the old lady do next?

   .....

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4. What are Zakir, Gulpreet, and Gilashree doing, and what will they do next?

.....

5. What are the students doing, and what will the teacher do next?

.....

Note to the Teacher

Draw the learners' attention to the use of 'will' to talk about events that will take place in the future.

Let us Do

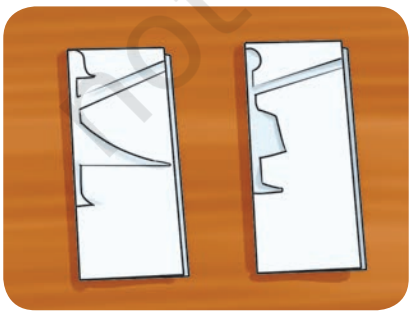
A. Working Together

Create your symbol for togetherness by following the simple steps given below and paste a picture of what you have created in the box.

Materials required:
Plain paper, Pencil/ pen, crayons/any sketch pens and scissors.

Steps

1. Take a sheet of paper and fold it this way.



2. Draw one side of a body including head, neck, hand, dress, leg, and shoe. *(You can draw a boy or a girl).*

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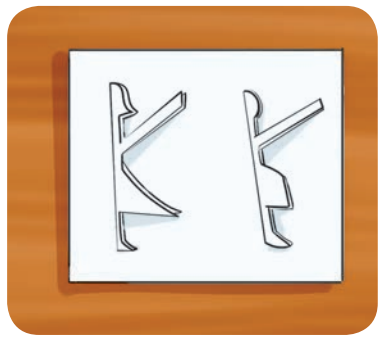
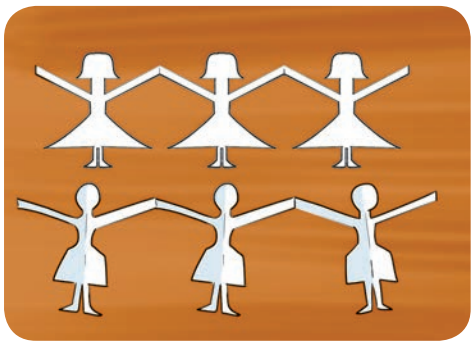
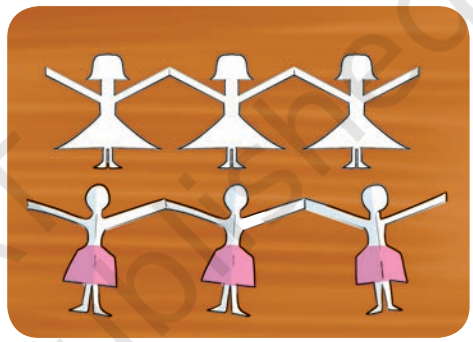
3. Cut the paper along the drawing with scissors.





4. Unfold the paper gently.

5. Colour it based on your choice with crayons or sketch pens.



B. Paste a picture of what you have created.

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2 The Tinkling Bells

0432CH02

Let us Read

Chinna was a little boy who lived in a village. He studied in grade 4. He was a bright boy who liked to read storybooks and learn new things. He had many friends with whom he played. But, most of all, he loved to play with his little pet "kid" named Tara.

Tara was a five-month-old kid, milky white in colour. One day, while coming back from school, Chinna stopped at Chacha's shop. He saw a pair of beautiful, shiny tinkling bells. He went inside the shop and politely asked the shopkeeper to show him the tinkling bells.

DO YOU KNOW? Goats under the age of six months are called "kids".

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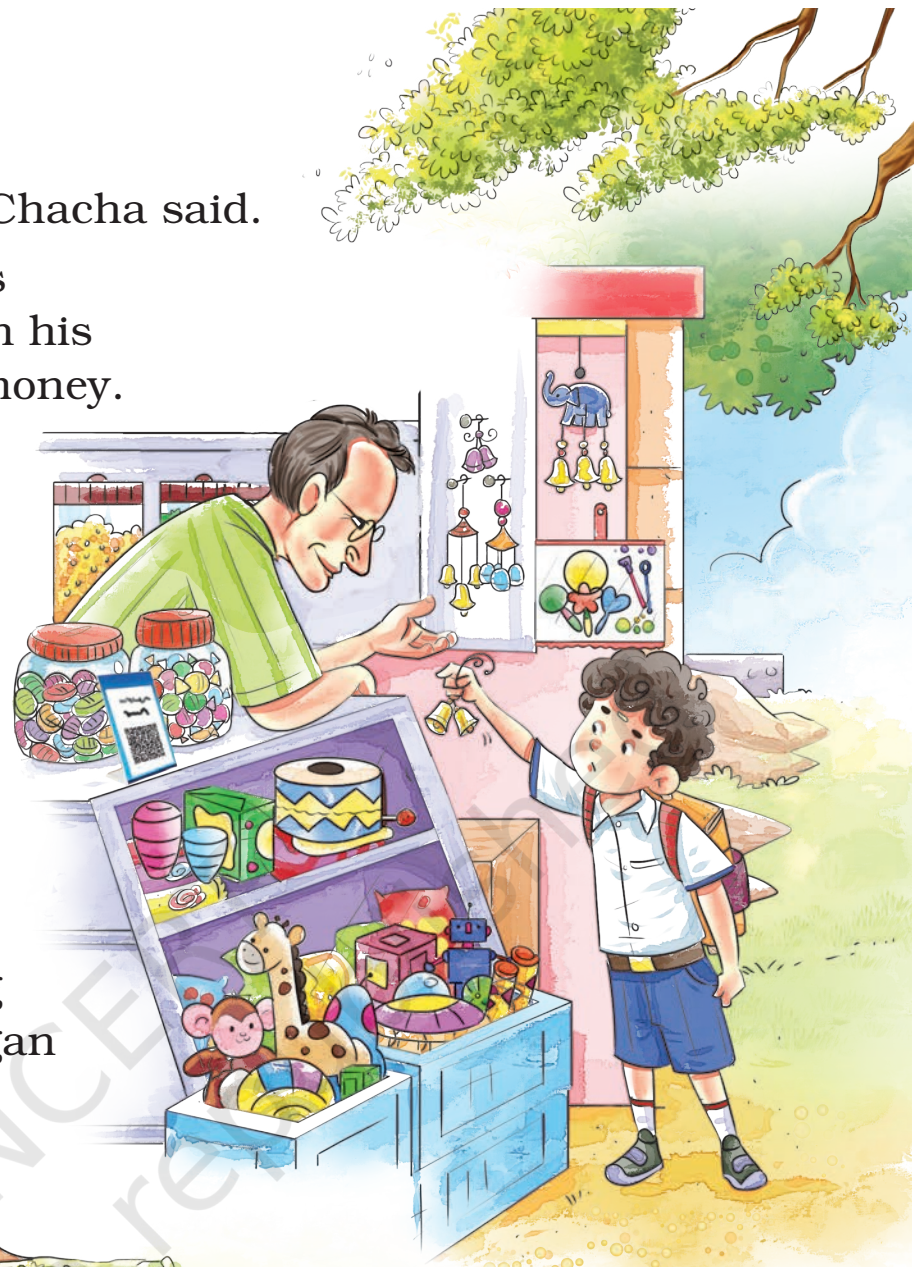
“Ten rupees please,” Chacha said.

Chinna liked the bells a lot. He put his hand in his pocket to take out the money.

He was shocked to find that his money was missing. “Oh! Where is the money Dadaji gave me yesterday?”
He searched all his pockets but couldn’t find the money.

Feeling sad, he returned the tinkling bells to Chacha and began walking home.



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Chinna reached home. He removed his shoes and placed them in the corner. He went inside and dropped his school bag on the study table. He sat on the chair and rested his head on the table.

His mother Kamala, who had been watching all this, came to Chinna.

She asked gently, "What happened, Chinna?"

Kamala laid her hands softly on his shoulders. At once, Chinna hugged her and started crying. On seeing this, Kamla wiped his tears. After a while, Chinna told her about the missing money.

Kamla consoled him, saying, "I'm so sorry, dear. It's ok, don't cry. I'll give you money to buy the bells. But, make sure to be careful with money in the future".

Chinna smiled and said, "Sure Amma".

"That's my boy! Cheer up! Now, let's go to the market to buy some fruits and vegetables," Kamala said warmly.

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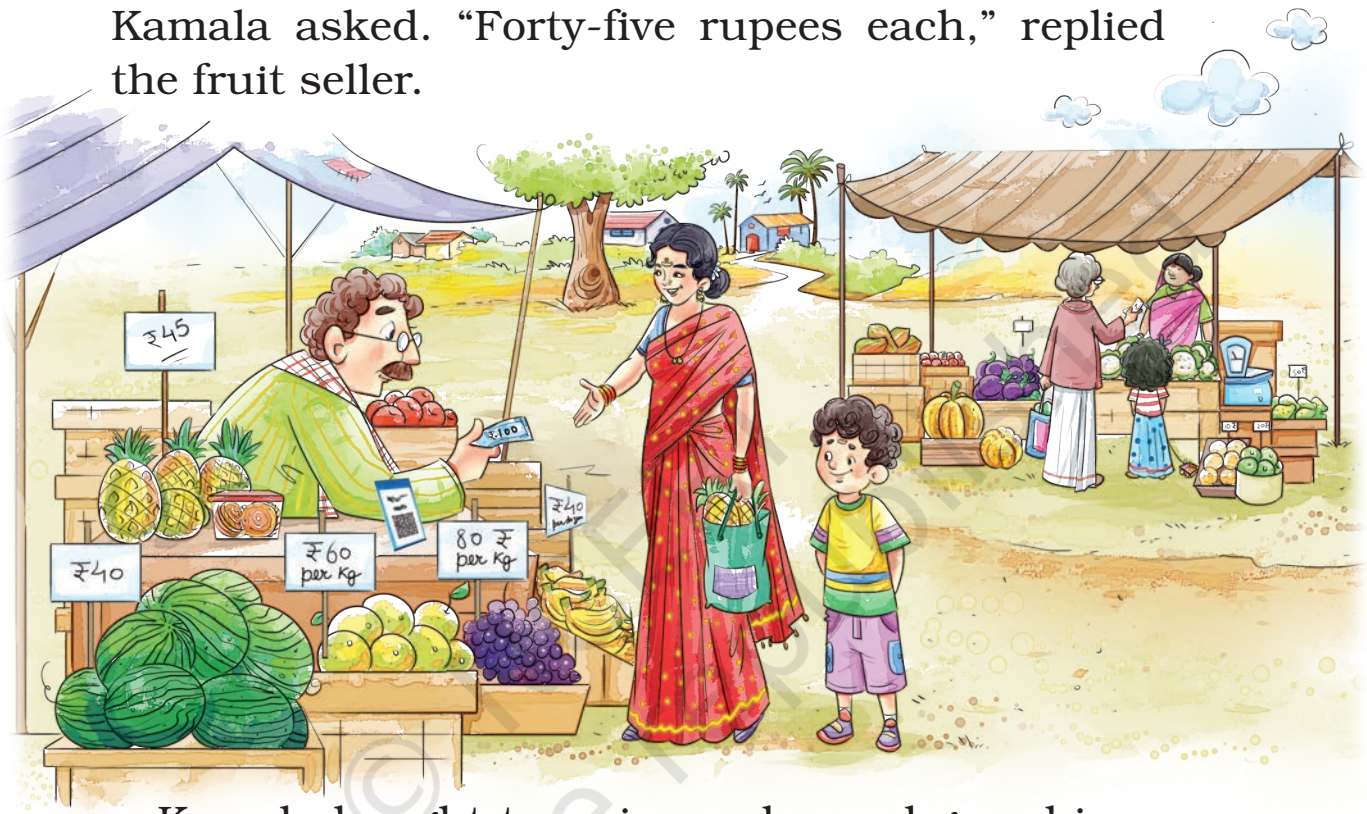
Kamala and Chinna went to the market. They bought apples, mangoes, tomatoes and brinjals. Chinna also wanted pineapples. So, they stopped at the pineapple stall.

"What is the cost of the pineapples?" Kamala asked. "Forty-five rupees each," replied the fruit seller.



Kamala bought two pineapples and gave him a hundred-rupee note. She asked Chinna to take the change. Then, she went to other shops to buy some more fruits.

The fruit seller gave Chinna two ten-rupee notes. Hiding a mischievous smile, Chinna ran to his mother.

"Amma, do you know? The fruit seller gave me ten rupees extra by mistake. Can I buy the bells and some chocolates?" whispered Chinna.

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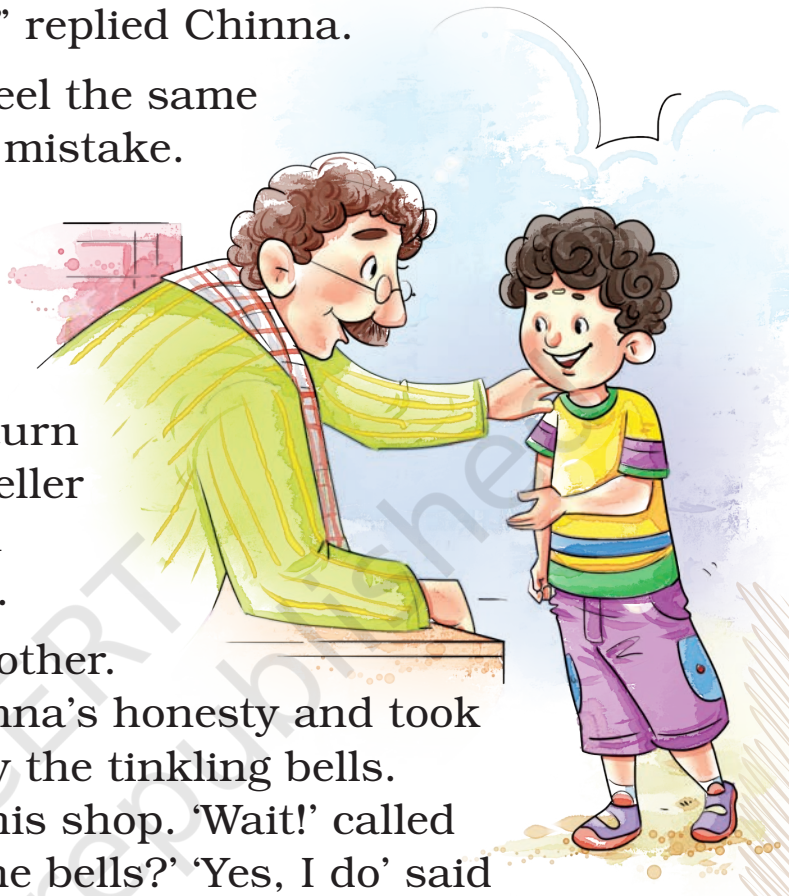
"Chinna, that's very bad. It is stealing. How did you feel when you found your money missing?" asked Kamla.

"I felt very sad and angry!" replied Chinna.

"The fruit seller will also feel the same when he comes to know the mistake. Now, be a good boy," said Kamala gently.



Chinna looked at his mother thoughtfully. He ran back to the fruit seller to return the extra money. The fruit seller was very happy. "You are an honest boy," he praised him.

Chinna ran back to his mother. Kamla felt pleased with Chinna's honesty and took him to Chacha's shop to buy the tinkling bells. Chacha was about to close his shop. 'Wait!' called Chinna. 'Do you still have the bells?' 'Yes, I do' said Chacha. Chinna paid him ten rupees and they both happily walked home. The bells were tinkling in Chinna's pocket. Hearing the sound of bells, Chinna's pet kid Tara came running out. Chinna happily tied the tinkling bells around Tara's neck.

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DO YOU KNOW?

A baby goat is called a 'kid', just like a young child! So, when someone says, 'Look at that 'kid' playing in the field, they might not be talking about a human – they could mean a baby goat!

Let us Think

A. Answer the following.

1. Why was Chinna upset?
2. How did Kamala help Chinna feel better?
3. What did the fruit seller do by mistake?
4. How did Chinna manage to buy the bells from Chacha in the end?

B. Write 'T' for true or 'F' for false.

1. Chinna wanted to buy the bells to attach them to his bicycle. { }
2. Chinna's mother, Kamala, comforted him when he came home feeling sad. { }
3. The fruit seller gave Chinna twenty rupees extra as change. { }
4. Chinna decided to keep the extra money and bought chocolates with it. { }
5. The fruit seller was unhappy when Chinna returned the extra money. { }

C. Think and discuss.

1. Why do you think Chinna decided to return the money instead of keeping it?
2. Think of a time when you found something that didn't belong to you. What did you do? How did it make you feel?

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Let us Learn

A. Find the given words.

CALM	HONEST	LOVE	RESPECT
COURAGE	LOYAL	TRUTH	FAIR
KIND	PEACE		

N	D	A	T	T	P	E	A	C	E	M	N
R	A	E	E	F	H	E	E	A	T	C	O
E	O	E	N	L	O	Y	A	L	O	V	E
S	N	C	N	T	N	T	O	M	V	P	F
P	A	O	O	R	O	S	D	S	H	T	N
E	T	U	I	U	U	E	E	A	O	T	Y
C	L	R	R	T	R	R	L	O	N	F	T
T	A	A	U	H	C	D	K	E	E	Y	T
E	A	G	W	K	F	A	I	R	S	N	C
O	T	E	A	T	H	O	N	O	T	O	K
O	D	G	T	O	N	N	D	A	A	G	E
U	L	A	R	S	G	T	S	I	O	A	E

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B. Read the following.

Chinna, Charu and Jasmine are friends. They study in grade 4.

1.

Chinna is tall.

2.

Charu is taller than Chinna.

3.

Jasmine is the tallest person in the group.

- We use different forms of adjectives to compare the qualities of people or things.
- When we compare the qualities of two people or objects, we add -er to the adjective. We always use 'than' while comparing two people or objects.

  Example- Aman is shorter than Jiya.
- When the comparison is made in a whole group or collection, we add -est to the adjective.

  Example- February is the shortest month of the year.

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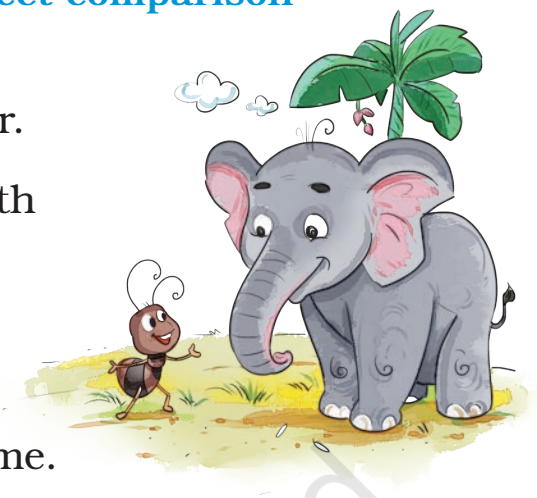
Fill in the blanks using the correct comparison markers (-er or -est).



1. I am tall*er*.... than my brother.
2. January is the cold..... month of the year.
3. An ant is small..... than an elephant.
4. My sister is smart..... than me.
5. Jay was the fast..... person in the race.

C. Circle the word that means the opposite of the highlighted word in each sentence.

1. Chacha showed him some beautiful tinkling bells.
   a) Attractive
   b) Ugly
   c) Broken
2. The fruit seller was so happy that he gave Chinna ten rupees as a reward.
   a) Offer
   b) Prize
   c) Punishment
3. I'll give you money to buy the bells.
   a) Sell
   b) Purchase
   c) Order

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4. “Can I buy chocolates with the money?” whispered Chinna.

   a) Murmured

   b) Shouted

   c) Talked

Let us Listen

Your teacher will read out the story ‘The Tinkling Bells’ once again to you. Now read the following sentences and number them in the sequence of the story.

- Chinna discovered that his money was missing and felt sad.
- Chinna went to the market with his mother.
- Chinna hugged his mother and told her about the missing money.
- Chinna returned the extra money to the fruit seller.
- Chinna bought the tinkling bells after getting some money from his mother.
- Chinna wanted to buy bells for his pet at Chacha’s shop.

Let us Speak

What would you do in the following situations?

1. You borrowed your friend's favorite pen. After using it, you accidentally broke it. What would you do?

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2. During a math quiz, your friends ask you to show them your answers because they didn't study. If you don't help, your friends might get upset with you. What would you do?

3. You see a classmate taking a notebook from the teacher's desk without permission. The classmate tells you not to tell anyone. What would you do?

4. You bring your favourite snack to school. But you find that your classmate has not brought anything to eat. You really want to enjoy the snack alone. What would you do?

Note to the Teacher

- Encourage learners to share their opinions.
- Refrain from directing the discussion to get the "acceptable" or "correct" answers.

Let us Write

A. Frame sentences using the following words from the story.

1. smiling: .....

   .....

2. mistake: .....

   .....

3. honest: .....

   .....

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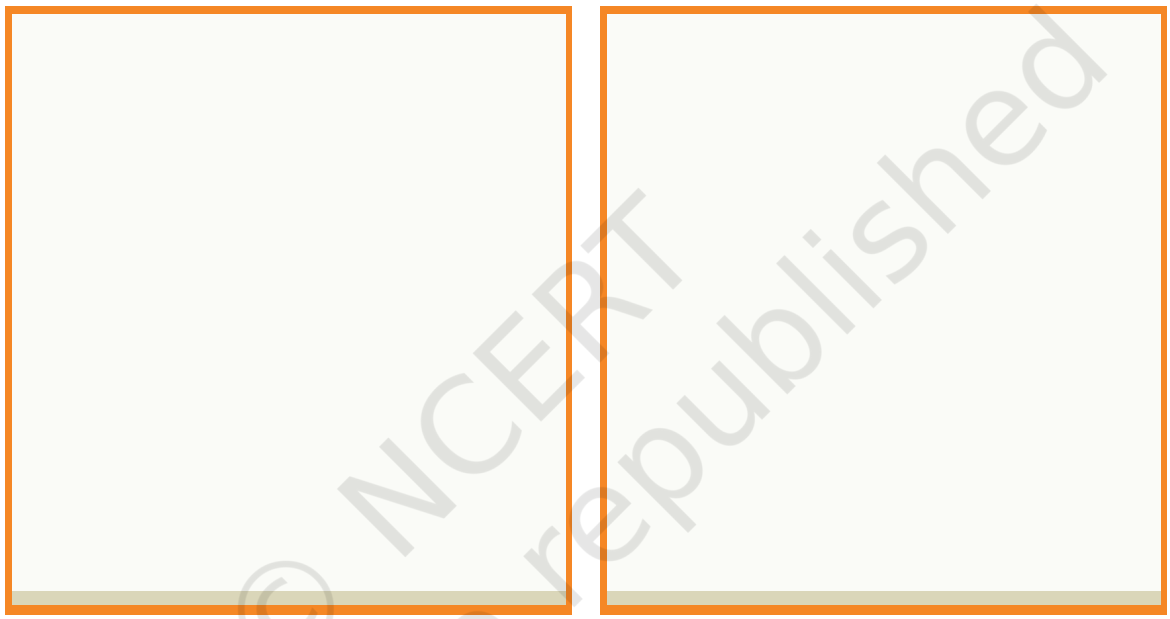
4. praise: .....

.....

5. careful: .....

.....

B. Draw two national symbols (e.g., national flag, national bird) and write a few sentences about each.



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Let us Do

Create your own bell craft, similar to the bells Chinna wanted for his pet goat.

Materials Needed (Waste or Recyclable Items):

- Small metal bottle caps (from used bottles) or small tin cans (cleaned and dried)
- String (about 12–15 inches for each bell)
- Old cardboard (for making a tag or decoration)
- Small pebbles, beans, or beads (for the tinkling sound inside the bell)
- Aluminum foil (for decoration)
- Markers, crayons, or paint (optional, for decoration)
- Glue or tape
- Safety scissors
- Hole punch or nail (with adult supervision for punching holes)

Preparation:

- *If using bottle caps*. Collect around two or three for each student.
- *If using tin cans*. You should have an adult help to make a small hole near the top rim of the can for threading the string and also ensure they are cleaned and dried.

Step 1> Place one or two small pebbles, beans, or beads inside a bottle cap or tin can. These will create the tinkling sound when shaken.

Step 2> If using bottle caps, glue another cap on top to seal it, creating a small bell shape. Use tape around the edges to ensure it stays closed. If using a tin can, the items can remain inside without sealing.

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Step 3 Thread the string or yarn through the hole in the tin can or make a hole in the top of the sealed bottle cap using a nail (with adult supervision).

Step 4 Tie a knot at the end of the string to secure it, allowing the bell to hang from the string.

Step 5 Cut a small piece of aluminum foil and wrap it around the bell to give it a shiny, decorative appearance.

Step 6 Decorate with markers, crayons, or paint if desired. You can also add patterns, colours, or even drawings on the foil.

Step 7 Cut a small shape out of the cardboard (e.g., a circle, heart, or star) and punch a hole at the top.

Step 8 You can write your name, draw a picture, or colour the tag.

Step 9 Thread the tag onto the string above the bell, tying it in place.

Step 10 Adjust the length of the string as needed, and make sure the bell can dangle freely to create the tinkling sound.

Step 11 Shake the bells to hear the sound and enjoy your creation.

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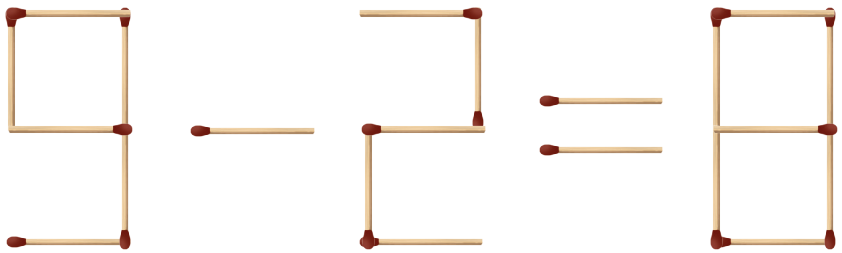
Fun with Matchsticks

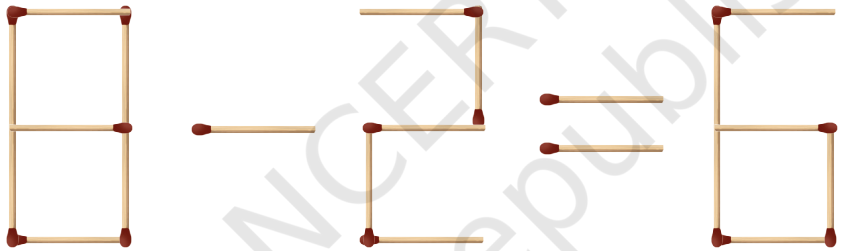
Activity: Fix the equation.

Objective: Move one matchstick to make the equation correct.

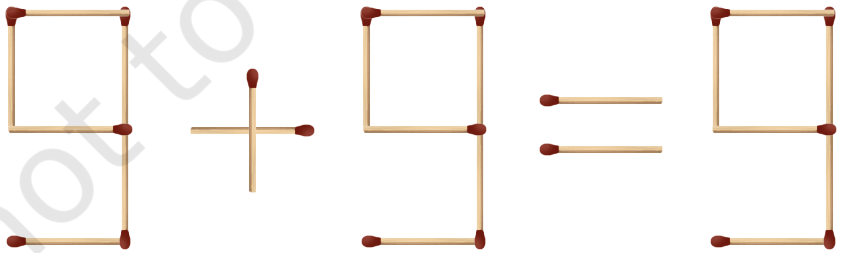
One puzzle has been solved for you.



Solution



Now, solve the following equation by moving one matchstick.



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Let us Explore

We have read about Chinna's love for tinkling bells in the story. Collect or draw pictures of different types of bells found in India.

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3 Be Smart, Be Safe

Road safety tips for little feet

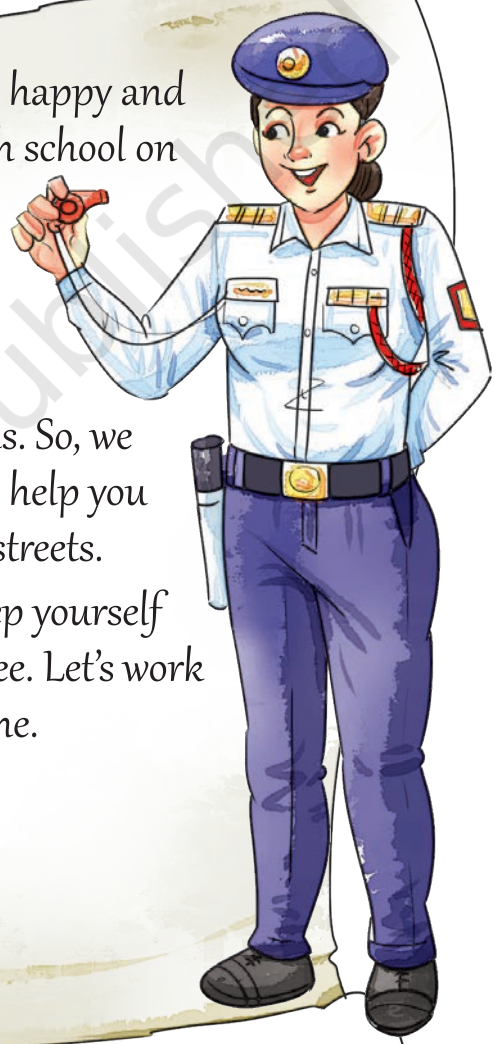
0432CH03

Let us Read

Dear Children,

Namaste! How are you all? I'm sure you are happy and safe, and enjoying school. Some of you reach school on foot, some by bicycle and others by bus.

You may have noticed that there is often a lot of traffic on roads. Roads can be busy and, at times, dangerous. We, the traffic police, are here to keep you safe on the roads. So, we want to share some important safety tips to help you stay safe while walking on, or crossing, the streets.



By following these simple rules, you can keep yourself safe and help us keep the roads accident-free. Let's work together to make our roads safer for everyone.

Stay safe & be careful,

With Best Wishes,

The Traffic Police

Bharat

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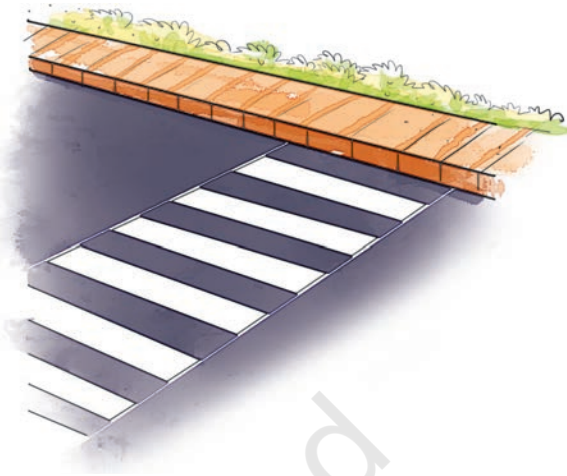
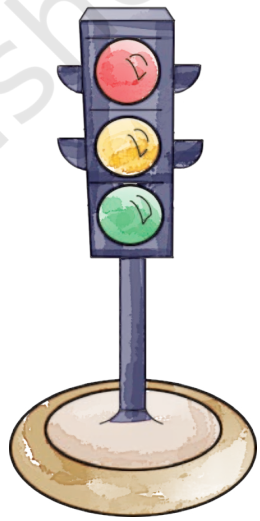
Rule 1: Always Use The Zebra Crossing

When you need to cross the road, look for a black and white strip which is known as "Zebra Crossing". Look right, then left, again right to ensure that no vehicles are coming. Cross only when it's safe.



Rule 2: Follow The Traffic Lights

Traffic lights are installed on very busy roads to regulate movement. Wait for the pedestrian signal to turn green before crossing. Never run across the road. It's safer to walk calmly!



Rule 3: Walk On The Footpaths

Footpaths are meant for pedestrians. Always walk on them and stay away from moving vehicles.

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Rule 4: Hold An Adult's Hand

If you are walking near the road, always hold an adult's hand, especially while crossing the road.

Rule 5: Use Reflective Stickers In The Dark

If you are walking on a road in the evening, stick some reflective stickers on your clothes, so that the drivers can see you clearly.

Rule 6: Be Alert

Do not play or get distracted near roads. Also, avoid using headphones or mobile phones while walking near traffic. These can distract you from traffic sounds.

New Words

pedestrian footpath reflective distract

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Let us Think

A. Answer the following.

1. What should you do before crossing a road?
2. Why should you not play on the footpath?
3. Why should you hold an adult's hand while crossing the road?

Let us Learn

A. True or False.

1. You should always walk on the footpath. .....
2. It is safe to run while crossing the road. .....
3. You should use the zebra crossing to cross the road. .....
4. Wearing dark clothes in the evening makes you more visible. .....
5. It is safe to play near the road. .....
6. You should wear headphones while walking on the road. .....

C. Encircle the correct option.

1. What should you do before crossing a road?
   a) Run quickly
   b) Stop, look right, then left, again right
   c) Close your eyes

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2. Where should you walk near the road?
   a) On the footpath
   b) On the road
   c) In the middle of the vehicles

3. Why should you avoid using headphones on the road?
   a) It looks bad
   b) It makes you run faster
   c) It can distract you from traffic sounds

D. Identify the following symbols and write their meanings.

Help box

- School ahead
- No littering
- Gents restroom
- Handicapped
- Drive slow
- U turn
- No honking
- Ladies restroom
- Right turn
- No left turn
- Danger ahead

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Let us Do

A. Classify the following activities as "safe" and "unsafe".

- Looking right and left before crossing
- Playing on the road
- Crossing at a zebra crossing
- Walking on the footpath
- Listening to loud music on the road

Safe	Unsafe
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

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B. Spot what's wrong with the picture.

Look at the following picture below and spot six errors.

1. ..... 2. .....

3. ..... 4. .....

5. ..... 6. .....

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Let us Write

A naming word/Noun is a word that names a person, place, thing or an idea. However, some nouns can be counted and some cannot.

The nouns that can be counted are known as **countable nouns**.

Example: apples, buses, chairs, etc.

Nouns that cannot be counted individually are known as **uncountable nouns**. They usually do not have a plural form.

Example: water, rice, air, etc.

Note to the Teacher

Ensure that children understand that **rice, sugar, salt, water, oil, milk, etc. are uncountable**, whereas, **drops of oil, drops of water, bottles of milk/bowls of rice/ sugar/salt are countable.**

A. Classify the following as "C" (Countable) and "U" (Uncountable).

- Bananas .....
- Biscuits .....
- Curd .....
- Tomatoes .....
- Sandwiches .....
- Mashed potatoes .....
- Coffee jars .....
- Lemonade .....
- Flour .....
- Chocolates .....
- Tomato ketchup .....
- Potatoes .....
- Coffee .....
- Tables .....

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B. Now, Classify the following into countable and uncountable nouns.

Traffic, Pollution, Helmet, Buses, Cars, Speed, Pedestrian, Bicycle, Safety, Transportation, Fuel

Countable Nouns	Uncountable nouns

C. Read the recipe below. Underline the countable nouns and circle the uncoutable nouns.

Recipe: Yummy banana milkshake

Step 1: Peel two bananas and put them in a blender.

Step 2: Pour one glass of milk into the blender.

Step 3: Add sugar and a little honey for sweetness.

Step 4: Blend everything until smooth.

Step 5: Add some ice cubes and enjoy your banana milkshake!

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D. Write a letter to the traffic police of Bharat to thank them and promise to follow all the traffic rules and stay safe.

Dear Traffic Police Officer,

Thank you for keeping us safe on the roads. You work so hard to make sure everyone follows the rules and no one gets hurt. I see how you stand in the sun, rain, and cold to help us.

I have read your letter carefully and understood that .....

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Jai Hind!

Name .....

Grade .....

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4 One Thing at a Time

0432CH04

Let us Recite

Work while you work,
Play while you play;
To be useful and happy,
That is the way.

All that you do,
Do with all your might;
Things done by halves,
Are never done right.

One thing at a time,
And that done well;
Is a very good rule,
As many can tell.

Moments should never,
Be trifled away;
So, work while you work,
And play while you play.

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Let us Think

A. Answer the following.

1. Why is it important to focus on doing one thing at a time?
2. Make a list of words that rhyme in the poem 'One thing at a time'.
3. How do you feel after finishing a task that you have done well?
4. What are some of the things you do every day that help you stay calm and focused?

B. Think and discuss.

What do you like doing in your free time?

Let us Learn

A. Match the words with their meanings.

1. might	•	• helpful or beneficial
2. useful	•	• short periods of time
3. moments	•	• strength or power

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Now use the words and frame meaningful sentences.

.....

.....

.....

Note to the Teacher

Focus helps us completing tasks faster and better. It improves learning, reduces mistakes and increases efficiency. To enhance focus, you can tell children to incorporate simple yoga asanas like: Pranayama, Tree Pose, etc.

Let us Speak

Describe what everyone is doing in the picture.

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Who	Is/Are	Doing What (Action)
two girls	are	going to school
a woman	is	typing on a computer

Example: Two girls are going to school.

A woman is typing on a computer.

Using the above sentence structure, create sentences of your own. Write at least seven sentences in your notebook.

Note to the Teacher

- You may begin this activity by encouraging learners to describe the picture in English (Ensure that they use the structure "is/are + action word + ing").
- Provide additional verbs if required.

Let us Listen

The case of missing 'l'.

Read aloud the following lines:

All that you do,
Do with **all** your might;
Things done by **halves**
Are never done right.

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Your teacher will read aloud a few words to you. Circle the words in which you don't hear the 'l' sound.

leaf	calm	pale	jail	palm
hall	clean	calf	shelf	chalk
talk	silk	balm	plum	self

Let us Write

Write down your daily routine in the space given below. Tick (✓) if they are work or play.

Time	What I Do	Work	Play

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Now write the above routine as a paragraph.

My Routine

I begin my day at ..... a.m.

I ..... and then ..... . After this,

I ..... . By ..... a.m.,

I am ready for ..... . My mother helps

me to ..... and then I leave for school at

..... .

At School

My school starts at ..... a.m./p.m. I have ..... periods before recess. When the time on the big clock reads ....., the students goes to the playground and play many games together. The school ends at ..... p.m.

At Home

.....

.....

Note to the Teacher

- Explain the concept of a.m. and p.m. to learners.
- Use a.m. and p.m. while talking about day-to-day activities, for example, the activity ends at 11 a.m.
- Encourage the learners to write about their routine after school. You may model some sentences for them.

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Let us Do

A. Guess the following riddles.

Thirty white horses
On a red hill
Now they chomp
Now they stomp
Now they stand still

Tall lady
In a white frock,
With a yellow face,
And a red nose.
The longer she stands,
The shorter she grows.

Hard and brown outside
Soft and white inside
Who am I?

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B. Use the space to draw activities that you enjoy doing in holidays. You may also paste pictures from old newspapers or magazines.

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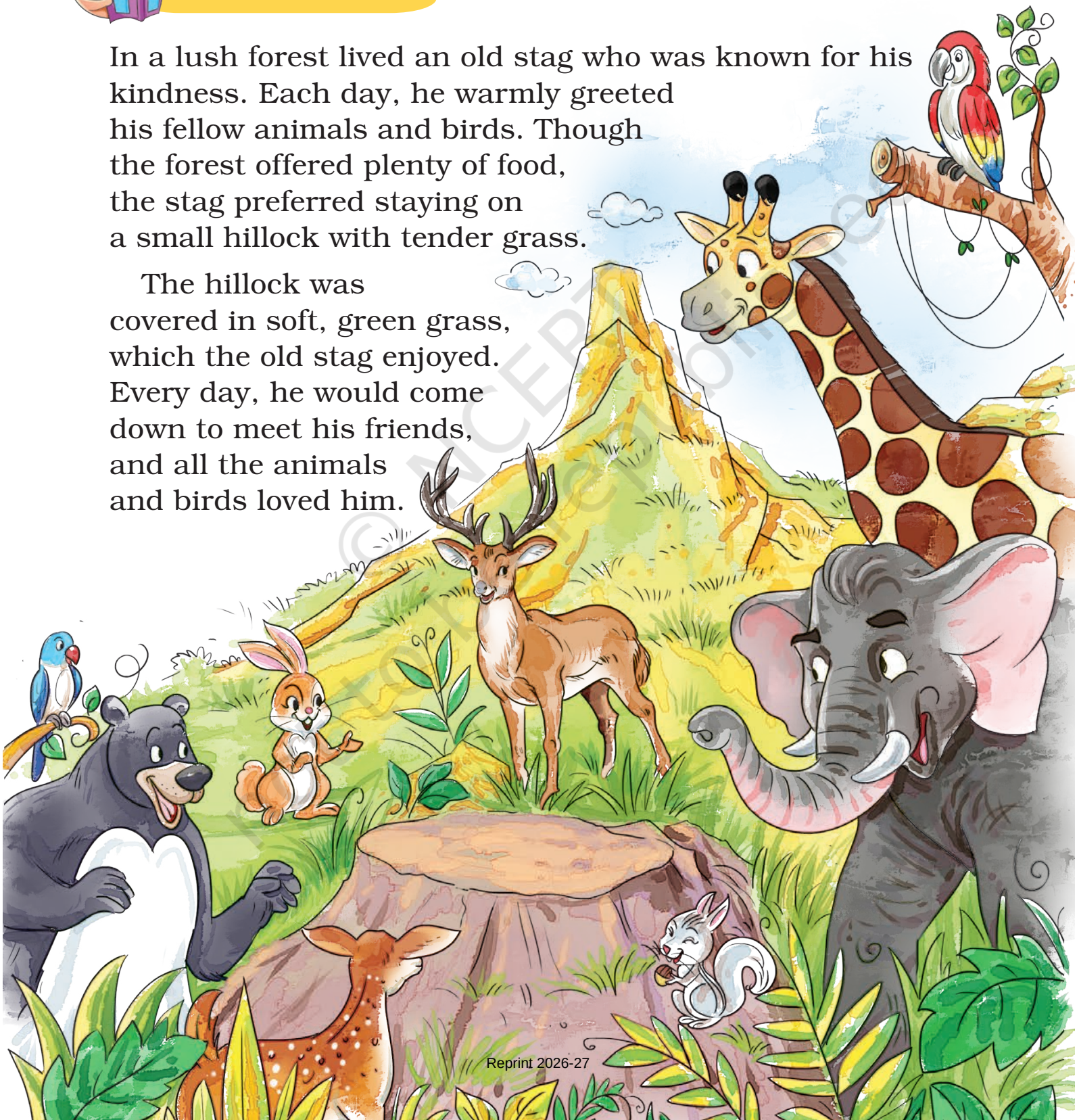
5 The Old Stag

0432CH05

Let us Read

In a lush forest lived an old stag who was known for his kindness. Each day, he warmly greeted his fellow animals and birds. Though the forest offered plenty of food, the stag preferred staying on a small hillock with tender grass.

The hillock was covered in soft, green grass, which the old stag enjoyed. Every day, he would come down to meet his friends, and all the animals and birds loved him.



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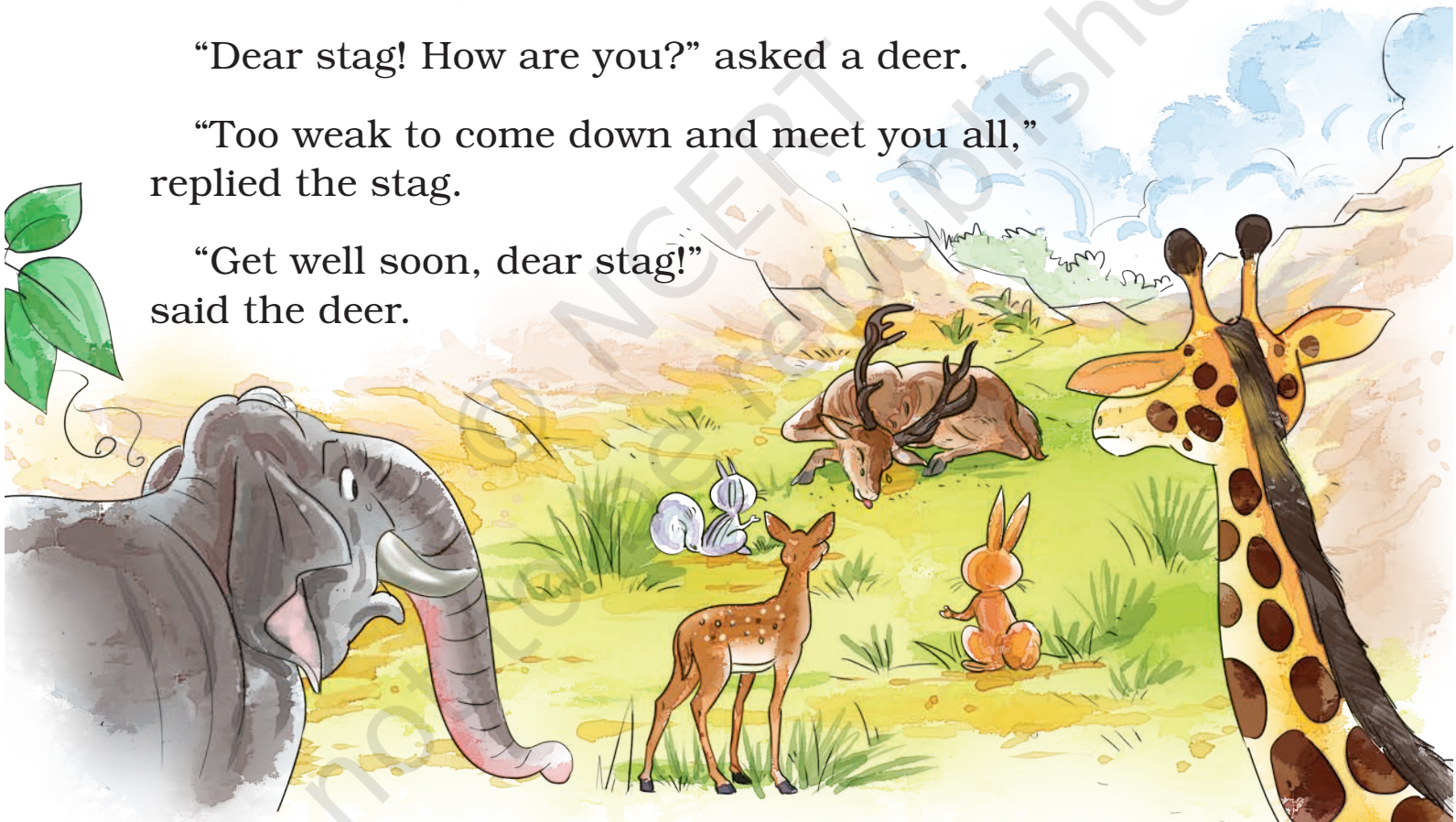
One day, the stag fell ill. He struggled to reach the hillock. The stag knew that fresh, healthy food and proper rest would help him to get well soon, so he ate the tender grass and decided to rest for a while.

The old stag could not go down the hillock to greet his friends. His friends were worried. When they learnt that the stag was unwell, they came to check on him.

"Dear stag! How are you?" asked a deer.

"Too weak to come down and meet you all," replied the stag.

"Get well soon, dear stag!" said the deer.



The animals wished him a speedy recovery and left. However, before they went back into the forest, the animals ate the fresh green grass growing on the hillock.

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"The grass is so tender and nice," said an elephant.

"I have never eaten such juicy green leaves," said a giraffe.

Word soon spread about the tender green grass. Soon, all the animals who came to visit the stag feasted on the tender grass. Anyone who came to visit the stag would also eat the grass.

Soon, there was not much grass left for the old stag to eat. He started becoming weaker as days passed. His friends felt ashamed. They realised how their greed had made them forget about their friend, the old stag.

They understood that not much grass was left for the stag to eat and recover. The animals decided to find food elsewhere in the

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forest and not disturb the hillock. Some of them also brought fresh leaves for their friend.

It rained well that week. The grass soon grew back, and the old stag had enough food once again. Slowly, the old stag recovered from the illness.

The animals learnt the most important lesson:

"Nature has enough for everybody. But we need to use its resources wisely."

– Adapted from *The Panchatantra*

New Words

lush	stag	hillock
tender	sheltering	recovery

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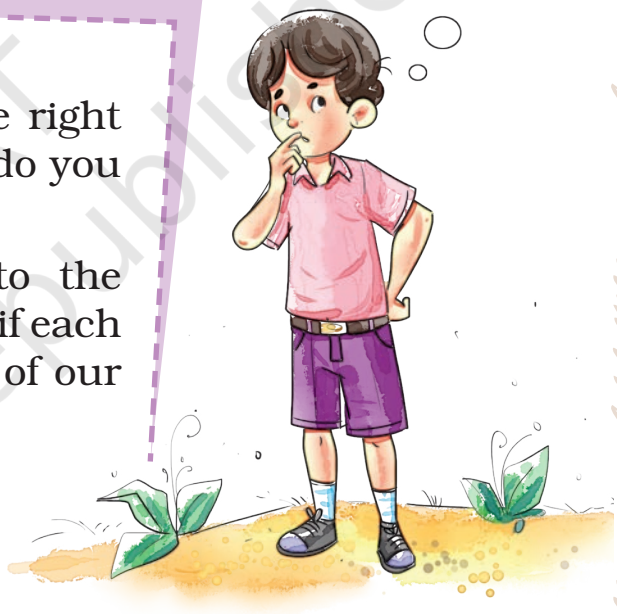
Let us Think

A. Answer the following.

1. Why was the old stag popular?
2. Why did the old stag not go down the hillock to meet his friends?
3. Why did the green cover of the hillock slowly vanish?
4. Did the animals realise their mistake towards the end? What did they do?

B. Think and Discuss.

1. Did the animals do the right thing in the end? Why do you think so?
2. What would happen to the green plants around us if each one of us thought only of our own needs?



Let us Learn

A. Match the words to their meaning.

1. Lush forest	•	• cool resting place
2. Tender grass	•	• green and dense woods/forest
3. Shaded spot	•	• quick healing
4. Healthy food	•	• delicate young grass
5. Speedy recovery	•	• nourishing wholesome food

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B. Look at the following words.

lush forest, friendly animals, shaded spot, tender grass, healthy food

These words are descriptive words that give us more details about scenes, people and objects. These words are used to make writing more interesting.

Draw the image that comes to your mind when you read the following.

lush forest

tender grass

healthy food

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C. Read the following sentence.

Each day, he **warmly** greeted his fellow animals and birds.

The word 'warmly' is an adverb. Here, 'warmly' tells the way or the manner of the stag's greeting.

Let's take a look at some more examples:

- The old stag **slowly** recovered.
- The rabbit **quickly** ate the carrots.

The adverbs in the above sentences describe:

- how the old stag recovered.
- how the rabbit ate the carrots.

Encircle the adverbs that describe how something is done.

soon	badly	lately	cheerfully
quietly	early	carefully	highly
fast	regularly	nearby	loudly

Now work with your partner and write a sentence for each encircled adverb.

Note to the Teacher

- Draw the attention of the learners to the fact that all the words given in the table are adverbs.
- Emphasise the "how" or "description" aspect of the adverbs of manner.
- Encourage the learners to create as many sentences as they can.

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Let us Write

A. Complete the story by writing dialogues in the speech blurbs.

The Monkeys' Fast

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Note to the Teacher

- Encourage the learners to observe the pictures for a while.
- Ask them to describe the pictures in their own words.
- Let the learners discuss the placement of the dialogues in pairs.

B. Write about your best friend and complete the paragraph.

My best friend's name is ..... .
..... is a .... is ..... years old. .....
studies in class ..... . There are .....
members in ..... family. ..... hobbies are
..... .
..... wants to be a ..... . When we are
together, we ..... .
..... is my best friend because .....
..... .

Note to the Teacher

- Help students revise the concept of personal pronouns.
- Guide students to use correct pronouns while filling in the blanks.
- You may provide a help box if the learners require it.
- You may provide more paragraphs on different topics in this format.

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Let us Speak

Look at this picture.

Imagine a large bowl of delicious *jalebis* is in your classroom. You and your friends start enjoying the sweets, one by one. Everyone loves the *jalebis* so much that you keep reaching for more. Now, think about what might happen next.

Discuss the following in the class:

1. How would you feel if the jalebis were almost finished, but some friends hadn't had enough yet?
2. What will happen to the bowl of jelebis after some time?
3. Why is it important to share when we have something that everyone enjoys?
4. How can we make sure there are enough jalebis for everyone to enjoy?

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Let us Do

Create a Thank You Card from the Old Stag.

Instructions:

- Imagine you are the old stag, grateful to the friends who helped you while you were sick. Prepare a thank you card to show your appreciation.
  These hints shall help you:
- **Front of the Card**: Draw a picture of the stag surrounded by his friends in the forest.
- **Inside the Card**: Write a kind thank you message to his friends, expressing how their help made him feel better.

Dear friends,

from:
Stag

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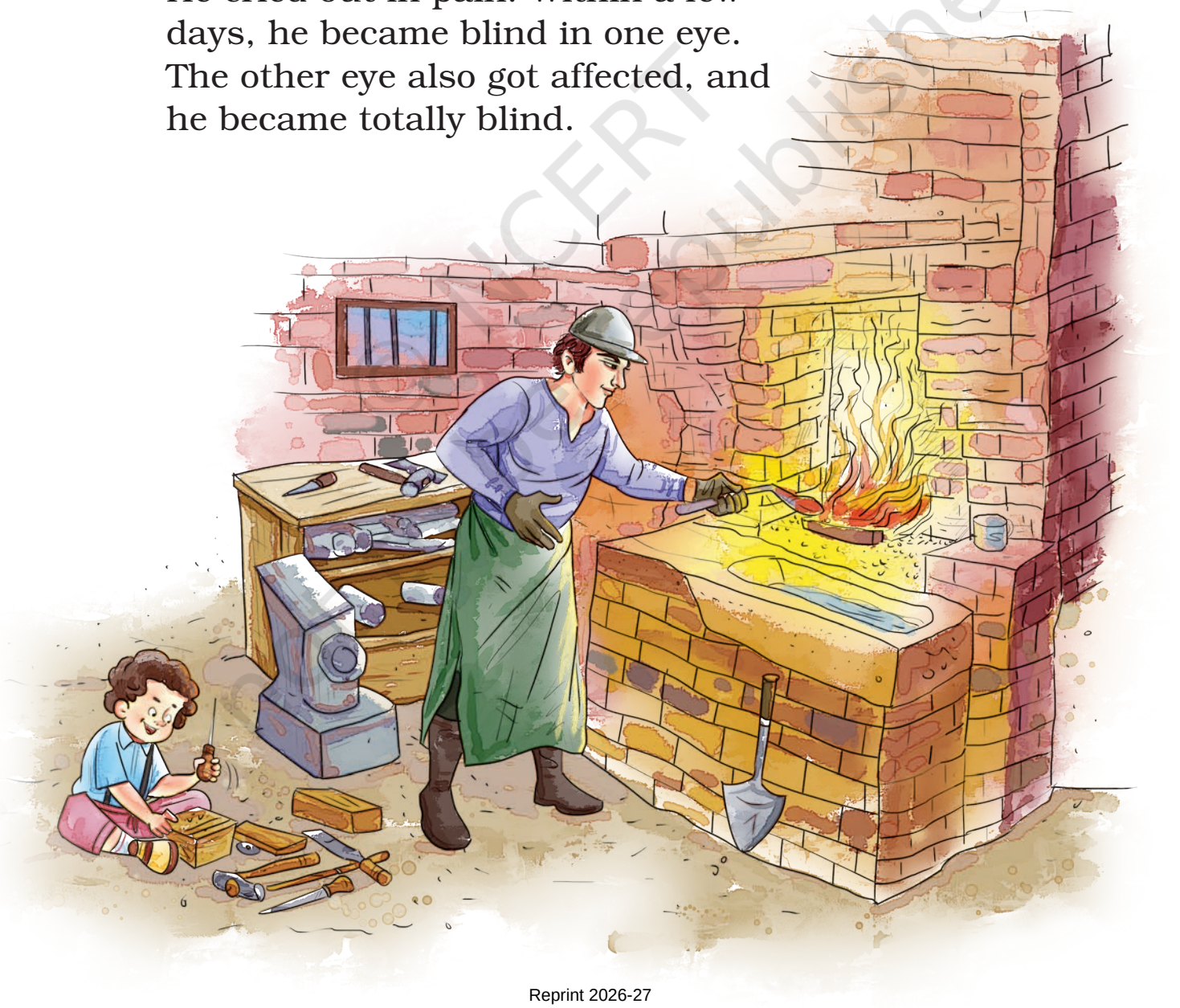
6 Braille

0432CH06

Let us Read

Long ago, in France, a little boy named Louis Braille was playing outside his home. He was three years old. His father, a blacksmith, was working nearby. Louis started playing with the tools around him. Suddenly, a sharp tool pierced his eye. He cried out in pain. Within a few days, he became blind in one eye. The other eye also got affected, and he became totally blind.



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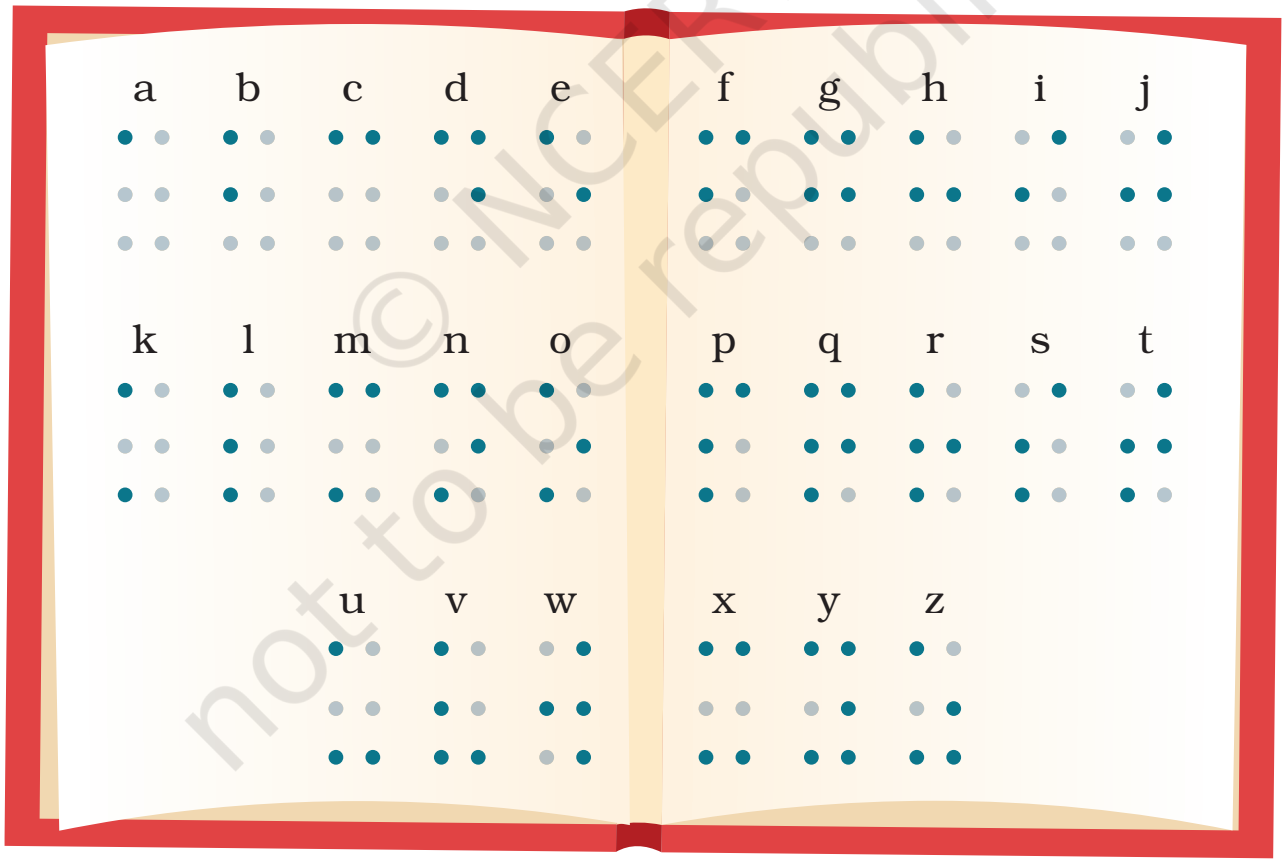
In 1819, Louis, who was ten years old, got admission in the Royal Institute for Young Blind Persons in Paris. He learnt letters by using wood, cloth or pins arranged in pincushions. Around this time, an army man named Capt. Charles Barbier de la Serre had invented something called 'Night Writing'. It was an alphabet of raised dots and dashes that soldiers could 'read' with their fingers in the dark. However, it was too difficult and, therefore, not a success. But Louis, now a teenager, became interested in it and simplified it. He gave the world the Braille alphabet.



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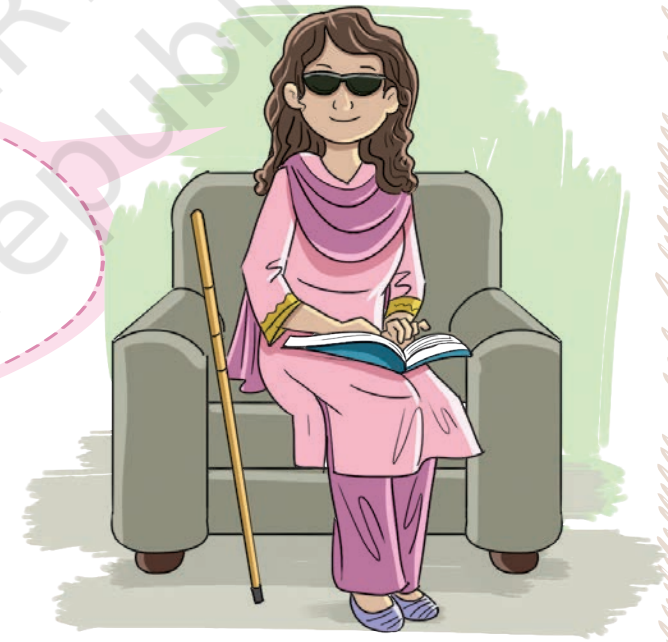
Thus, a blind person taught the world to see.

Braille is a method of reading through touch. As you can see in the figure, there is one Braille symbol for each of the twenty-six symbols (letters) of the English alphabet.

But Braille requires more space. This is because the letters cannot be written too close together. Since Braille requires more space, a Braille book is thicker than a regular printed book.

Braille is not just for people with blindness. Even people with sight can learn Braille too. Then they can write small poems and stories in Braille.



New Words

blacksmith blind pincushions invented

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Let us Think

A. Answer the following.

1. Describe the Braille alphabet.
2. Why was 'Night Writing' not a success?
3. What did Louis Braille do to make reading easier for the blind?

B. Think and discuss.

1. You may have seen people with blindness walking with a white cane. Why is the cane always white-coloured?
2. Imagine that the world becomes dark for a day and there is no light. What difficulties might one face on such a day?

Let us Speak

Close your eyes. Pick an object. Keep the object back. Now complete the sentences and share them with the class.

1. The object in my hand was ..... in shape.
2. The object in my hand was ..... (longer/ shorter) than my forefinger.

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3. The object in my hand was a ..... .

Now add two more lines to describe the object.

Note to the Teacher

- Keep a box of items in class for this activity. You may include items that are commonly found around.
- You may write the above sentences on the board to facilitate the activity.
- You may also include adjectives related to those objects.

Let us Listen

Your teacher will read out the following words. Listen carefully and repeat.

spoon	splinter	spin	splash
speak	split	space	splendid

Note to the Teacher

- Put stress on the consonant cluster 'spl'.
- Repeat each word 3-4 times.
- Give learners time to familiarise themselves with the sound.

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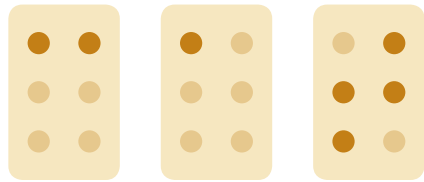
Let us Write

A. Write these words using the Braille alphabet. You can paste "*bindis*". One is done for you.

1. Cat



2. Man

3. Boy

4. Jug

5. Write your name in Braille.

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B. Louis Braille lost his eyesight in an accident.

Some time ago, a newspaper reported that a child lost one eye while lighting firecrackers.

List the precautions that should be taken to protect eyes from harm.

C. Read the following sentences and notice the underlined words.

- Long ago, in France, a little boy named Louis Braille was playing near his home.
- The cats were sleeping when I reached home.
- Sameer was playing hopscotch last evening.

All the above sentences are examples of events that started in the past and continued for some time.

If the sentence is about one person, animal or bird, we use 'was + action word + ing.'

Example: The student was writing in his notebook.

If the sentence is about more than one person, animal or bird, we use 'were + action word + ing.'

Example: The students were writing in their notebooks.

The following sentences describe actions in the present. Change them to the past as shown in the examples.

Present	Past
I am sleeping.	I was sleeping.
The dogs are barking at the stranger.	

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Grandfather is searching for his spectacles.	
Sheeba is writing a letter.	
He is singing a song.	
We are playing kho-kho.	
The man is using his hands to push his wheelchair.	

Note to the Teacher

- Draw the attention of learners towards the words and phrases. These words indicate the past, e.g., 'long ago', 'yesterday', 'last night', etc.
- Help learners revise the simple past tense.

D. Look at the picture story.

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Now fill in the blanks from the suitable options.

was clapping	was scattering
were sitting	was hanging
was entering	was feeding

My friend Tarandeep told me an interesting thing yesterday. She ..... her friends, the squirrels and the sparrows. She ..... grains for them.

Her grandmother ..... out the clothes to dry on a clothesline.

Grandmother ..... the house when a strong wind began to blow.

When she returned with the clothes pegs, she saw a wonderful scene! The sparrows and squirrels ..... on the clothes to prevent them from falling. Tarandeep ..... her hands with joy. Grandmother put the pegs on the clothes, and Tarandeep set down a bowl of water for her friends.

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Let us Do

1. Take a piece of paper. With the help of a matchstick, or the back of a pencil, press hard on the paper to 'draw' a circle, a plus sign, or a letter of the alphabet. Now, close your eyes, turn the page over, and run your finger on the raised surface on the paper. Can you make out what the shape or outline is? Now, try the same activity with your friend. You may also use white clay for the same.

2. There are some children with low vision. (e.g., wearing thick glasses or holding a book too close to their eyes). Being a classmate and friend, how can you assist them?

   For example:

   Bringing a printout of a paragraph with large fonts to help them read.

Let us Explore

Find out about the nearest resource centre for people with blindness.

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Self Assessment 1

You may select more than one box for each point.

1. I can recite the poems with gestures:
   - By myself ☐
   - In a group ☐
   - By repeating after my teacher ☐
   - None of the above. I like reading poems quietly ☐

2. I can understand new words:
   - By using a dictionary ☐
   - After listening to my teacher's explanation ☐
   - By reading with my classmates in groups ☐
   - By reading the entire sentence again ☐
   - By looking at the pictures ☐

3. I can answer questions:
   - In my mother tongue ☐
   - In English ☐
   - In English with a few words from my mother tongue ☐
   - In my mother tongue, with a few words of English ☐

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4. I can write:

- By myself ☐
- After following my teacher's instructions ☐
- After reading my friends' work ☐
- With my teachers'/friends' help ☐

5. I was able to do all the activities:

- By myself ☐
- With the help of my teacher ☐
- With the help of my classmates ☐
- With the help of my family members ☐

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Note to the Teacher

- The assessment sheet should be filled by the learners.
- Teachers may include this as part of their learners' progress trajectory.

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7 Fit Body, Fit Mind, Fit Nation

0432CH07

Let us Read

Active boy Anant,
plays the game of hockey,
even when the ground is rocky.

Graceful girl Geeta,
practices on her skates,
and learns daily from her mistakes.

Little boy Lhamo,
proudly plays a guitar,
while his friend joins him
with a sitar.

Swift girl Shabana,
after winning a cycle race,
happily celebrates her fastest pace.

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And then there is me,
musical Meena,
singing in rhythm.

Cheerful children everywhere,
playing is a joy!
for every girl and boy.

New Words

mistakes	proudly	pace
rhythm	cheerful	swift

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Let us Think

A. Observe how the children are described in the poem, like 'Active Boy Anant', 'Graceful girl Geeta' etc. Write one quality that starts with the same letter as your name.

B. Answer the following.

1. Which game does Anant play?
2. Which musical instruments are mentioned in the poem?
3. Who among the children mentioned in the poem likes moving in rhythm?
4. Who learns every day from the mistakes done during skating?

C. Think and discuss.

1. Which game do you generally play in school?
2. What do you enjoy more—playing an indoor game or an outdoor game?
3. Which musical instrument do you like to play?
4. Have you seen musical instruments? If yes, name them.
5. Which dance form do you like the most? Name a famous dance from your region/district.

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Let us Learn

A. Let's match.

1.	blue	leaves
2.	hardworking	sky
3.	green	children
4.	pebbled	vegetables
5.	healthy	road

Note to the Teacher

A word that tells you more about a noun is known as an adjective. Example: Blue sky, hardworking children, etc.

B. Now, fill in the blanks with naming words that suit the first word.

happy .....

red .....

fierce .....

beautiful .....

Now, add the descriptions/describing words for the following:

..... mangoes

..... baby

..... nation

..... winner

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Let us Do

Healthy and tasty food is liked by everyone. But have you cooked anything for anyone? Organise a "Preparing a Dish Without Fire" activity in your class. Your teacher may assist you in class.

Let us Write

A. Look at the picture and fill in the blanks with words that have double letters.

Example:

Village has 'll' in it.

This is my pet ..... .

It loves to eat .....,

which are .....

in colour.

B. Now, go to your kitchen and find out any five things that have double letters in their spelling.

a) .....

b) .....

c) .....

d) .....

e) .....

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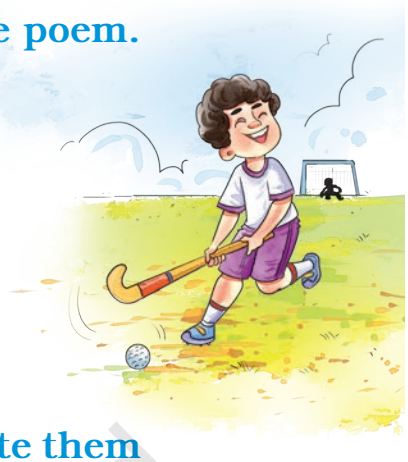
C. Rhyming words

Find and write the rhyming words from the poem.



1. Hockey .....
2. Skates .....
3. Guitar .....
4. Race .....
5. Joy .....

D. Some words are given in the box below. Write them in the circle in front of their meanings.

Brave	Rocky	Mistakes
Proudly	Delightful	

1. Feeling happy about something you did well.
2. Courageous and bold
3. Uneven or full of difficulties
4. Very pleasing or enjoyable
5. Errors or things done incorrectly

Let us Explore

Find out about the "Paralympic Games". Share your points with the class.

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8 The Lagori Champions

0432CH08

Let us Read

Part I

Prakash : Ravi! How are you?

Ravi : I am fine, Prakash! Let's go and play outside; it's a sunny day.

Prakash : Yes, let's go.

(Ravi and Prakash went to the children's park near their house. A few children were playing there. They waved at Ravi. Ravi waved back and introduced Prakash as his cousin to all his friends. After playing for a while, they started talking.)

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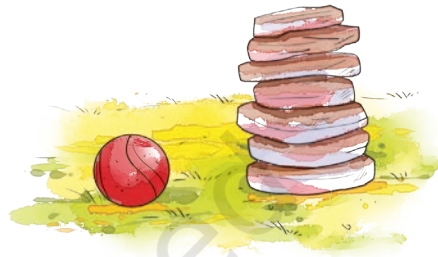
Guneet : Tomorrow is the Lagori match. We should include Prakash in our team; he's a good runner.

Deepa : Yes, he is quick.

Prakash : Will somebody please tell me what this Lagori match is about?

(Everybody looked at Prakash with great surprise.)



Guneet : Don't you know Lagori game?

Prakash : No, I don't.

Nidhi : Wait, I will tell you. Lagori is actually a game of seven stones.

Prakash : Seven stones game? How is it played?

(Imran joins them)

Nidhi : Look! Imran is here. He is also a champion of this game. He will explain.

Imran : In Lagori the seven flat stones are stacked one above the other. After that, one team knocks down the stones with a ball, and the other team tries to rebuild the stack while avoiding the ball thrown by the members of the first team or the opponent team.

Prakash : Oh! Okay, you mean *Satoliya*.

Deepa : What is *Satoliya* now?

Prakash : In Rajasthan, we call this game *Satoliya*.

Guneet : Wow! We learned another name of our favourite game. So, in our Sundarpur village, we call it Lagori, and in Rajasthan, it is called as *Satoliya*.

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Imran : Now we know that this game is played in Rajasthan too!

Guneet : Do you know, Prakash, our Lagori team is called by the name of *Sundarpur Tigers* and our friend Deepa is our captain.

Ravi : No doubt! She runs fast!

Nidhi : Ravi, tell him about our opponent team.

Ravi : Yes, Prakash, we are playing this match with the 'Green Warriors' team from the nearby village.

Deepa : We have to tell Prakash about the game rules also.

Prakash : Yes, please do tell me.

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Imran : The field is marked with a boundary. The players are not supposed to go beyond the boundary. Seven flat stones are stacked one over the other, in the centre of the field.

Prakash : Yes, these are the same rules we have while playing *Satoliya*.

Ravi : It seems we are all ready for the match.

On the basis of your understanding the text, answer the following.

1. Who joined the group in the end?
2. How many and what kind of stones are used in this game?
3. In which state of India is the game of lagori is also known as Satoliya?
4. What is the name of the opponent team of Sundarpur Tigers?

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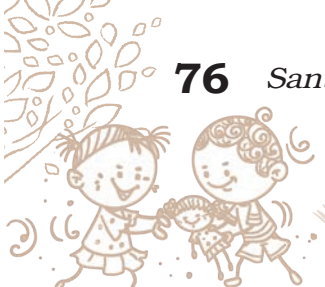
Part II

(The next day, all children gathered for the match. The referee blew the whistle and Deepa took the first shot. She threw the ball straight at the stack, and the stones scattered. Everyone cheered. The Sundarpur Tigers began to rebuild the stack of stones. The Green Warriors took the ball and aimed to hit the Sundarpur Tigers. Ravi stacked



two stones and ducked when the ball was about to hit him. Deepa added a stone to the pile while a Green Warrior threw the ball at Guneet and Deepa.)

Imran : Deepa, watch out! Here comes the ball.

Deepa : Thanks Imran! I dodged the ball just in time.

(Nidhi came running. She placed the fourth and fifth stones and ran away from the ball.

Ravi came running with sweat dripping down his face. He put the sixth stone in place. Only one stone was left to be placed. The Green Warriors

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tried one last time to hit Ravi with the ball. Before that, Prakash came and set the seventh stone on top. The final whistle blew.)

Referee : The Sundarpur Tigers have won!

(The match was over. The players from both teams shook hands and appreciated each other for a good game. The villagers clapped and cheered

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the teams. The Refree lifted the hands of both the captains and everyone celebrated with laughter and joy. The Lagori match had brought the villagers together, reminding everyone of the simple joys of teamwork.)

Deepa : That was so much fun! Even better than our video games!

Ravi : Indeed! We should play our traditional games more.

On the basis of your understanding the text, answer the following.

1. Who blew the whistle to start the match?
2. Who took the first shot?
3. What did Prakash do before the final whistle.
4. Who shook hands at the end of the match? Why?

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New Words

match stacked opponent boundary
referee dodged teamwork warriors cousin

Let us Think

A. Answer the following.

1. What is Lagori, and how is it played?
2. What is the name of Deepa's team, and who are they competing against?
3. Why is Prakash selected by the captain for playing the Lagori match?
4. Who told Prakash about Lagori, and what name does he use for it?
5. What did the villagers do after the Sundarpur Tigers won the match?

B. Think and discuss.

1. The Sundarpur villagers clapped for both the teams and the refree lifted the hands of both captains. Why did they do so? Do you agree with them?
2. How does teamwork help in winning games?
3. According to Deepa, Lagori was more exciting than video games. Do you think she is right? Why or why not?

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C. True or False.

1. *Satoliya* is played in Sundarpur village. .....
2. Ravi plays for Green Warriors team. .....
3. Prakash set the seventh stone on top. .....
4. Imran helped Nidhi to dodge the ball. .....
5. The Sundarpur Tigers won the match. .....

D. Fill in the blanks.

1. Ravi came ..... with ..... dripping down his face.
2. ..... is the captain of Sundarpur Tigers.
3. The Lagori match reminded everyone of the simple joys of ..... and ..... .

E. Number the sentences in order as per the events given in the story.

1. The Sundarpur villagers lifted the hands of both the captains and everyone celebrated. { }
2. The Green Warriors took the ball and aimed to hit the Tigers. { }
3. Nidhi threw the ball with precision, and the stones scattered. { }
4. Cheers erupted from the Tigers' side. { }
5. All the players from both the team shook hands and appreciated each other for a good game. { }
6. The referee blew the whistle and Nidhi took the first shot. { }
7. The Sundarpur Tigers began to rebuild the stack of stones. { }

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Let us Learn

A. Circle the word that does not have the same meaning as the word in bold.

1. Together, the students built a **large** sand castle during recess.

huge	tiny	big

2. The whole school **praised** the victory of the basketball team.

celebrated	ignored	cheered

3. Diksha coloured the **margin** of the page.

boundary	border	center

4. Today there was an exciting football **contest** at school.

match	playground	activity

5. The loud noise caused a **jolt** to everyone in the room.

shock	calm	disturbance

6. The parents worked together to **repair** the playground for the children.

rebuild	mend	ruin

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7. Her **most-liked** subject in school is art.

favourite | beloved | disliked

8. Her **rival** in the game was her best friend.

opponent | competitor | friend

B. Let's unscramble the letters as per the meaning of the words given.

1. Hint: "*a place or region beyond a boundary*"

   D E O T I U S

2. Hint: "*to raise your hand and move it from side to side as a way of greeting someone*"

   V E A W

3. Hint: "*a sports competition or event in which two people or two teams compete against each other*"

   H M T A C

4. Hint: "*a child of a person's aunt or uncle*"

   I O U N S C

Note to the Teacher

Children often have the habit of using terms like "cousin brother" or "cousin sister". The teacher may enlighten the students, that it is grammatically incorrect, as "cousin" is a common gender.

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Let us Listen

Your teacher will read out short sentences for you. Each sentence has one word in it which is different from the rest. Write down the word that does not fit in each sentence.

1. I'm learning the rules of different sports like football, basketball, reading, running and swimming.
2. After school in the playground, we play Gilli Danda, hide and seek, Satoliya, swimming, hopscotch, skipping and hockey.
3. My brother likes to play Kabbadi, basketball, badminton, kho-kho, knitting and Lagori.
4. In the sports class, we get training for climbing, sprinting, jumping, stretching and writing.
5. We use a ball while playing cricket, hockey, skipping, tennis and volleyball.

Let us Speak

A. Speak to your playmates and find out who.

Enjoys outdoor games	Enjoys riding a bicycle	Likes art	Loves to do gardening	Loves to eat pomegranate
.....	.....	.....	.....	.....
Likes to eat vegetables	Is born in December	Favourite colour is Grey	Favourite candy is chocolate	Has visited a sports stadium
.....	.....	.....	.....	.....

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Do yoga everyday	Likes to read	Is an only child	Likes to play games	Is a good swimmer
.....	.....	.....	.....	.....
Has a bat or ball	The first name starts with an "M"	Has a badminton racquet	Who loves to play Lagori or Satoliya	Has seen India Gate
.....	.....	.....	.....	.....

B. Talk about any one community game or match organised in your village/locality/colony. Have you participated in it?

Let us Write

Word Treasure Hunt

A. Some words from the story are hidden in the word grid below. One word has been done for you. Find at least six words in the box.

S	S	W	E	A	T	R	T	W	Y
T	A	T	W	G	R	E	E	A	N
A	D	E	A	N	U	F	A	V	B
C	O	L	R	I	N	E	M	E	W
K	D	T	R	P	N	R	W	D	E
E	G	S	I	P	E	E	O	N	L
D	E	I	O	I	R	E	R	K	B
P	D	H	R	R	O	I	K	E	G
Z	B	W	S	D	U	Y	L	N	E
V	P	I	N	C	L	U	D	E	F

Use these words in sentences of your own.

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A sentence is a group of words that has a complete meaning and makes sense. It begins with a capital letter and generally ends with a full stop.

Example:

- Nidhi came running.
- Only one stone was left to be placed.

B. Rearrange the words to form meaningful sentences.

1. boundary / field / is / the / marked / a / with

   ..... .

2. looked / prakash / at / surprise / everybody/with

   ..... .

3. peacock / saw / a / dancing / I / the / in / rain

   ..... .

4. white / there / and / grey / are / the / clouds / sky / in

   ..... .

5. fresh / need / every day / water / plants

   ..... .

A sentence that asks something is a question. It begins with a capital letter and ends with a question mark.

Example:

- What is your name?
- Where is Sanjana sitting?

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C. Tick (✓) the right box.

	Sentence	Question
1. My name is Sonam.	☐	☐
2. What is your name?	☐	☐
3. Where do you stay?	☐	☐
4. This flower is beautiful.	☐	☐
5. My shirt is blue in colour.	☐	☐

Let us Do

A. Divide the class into small groups and imagine that you are forming a Lagori team. Each team will create your own 'Lagori Team Badge' using art and creativity, reflecting your understanding of teamwork and traditional games.

Instructions:

- ***Materials Needed***: *Drawing sheets, coloured pencils, markers, glitter, and any other decorative materials.*
- *Each group will decide a name for their team (e.g., Rainbow Runners or Sky Warriors).*
- *Design a unique badge or logo that represents your team's spirit, values, or region.*
- *For example, you can include images like stacked stones, a ball, or symbols of unity and tradition.*

Once completed, each group will present their badge to the class and explain:

- ✦ *The meaning behind their design.*
- ✦ *How it reflects the spirit of Lagori and teamwork.*

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B. Point out the eight differences between the two pictures given below.

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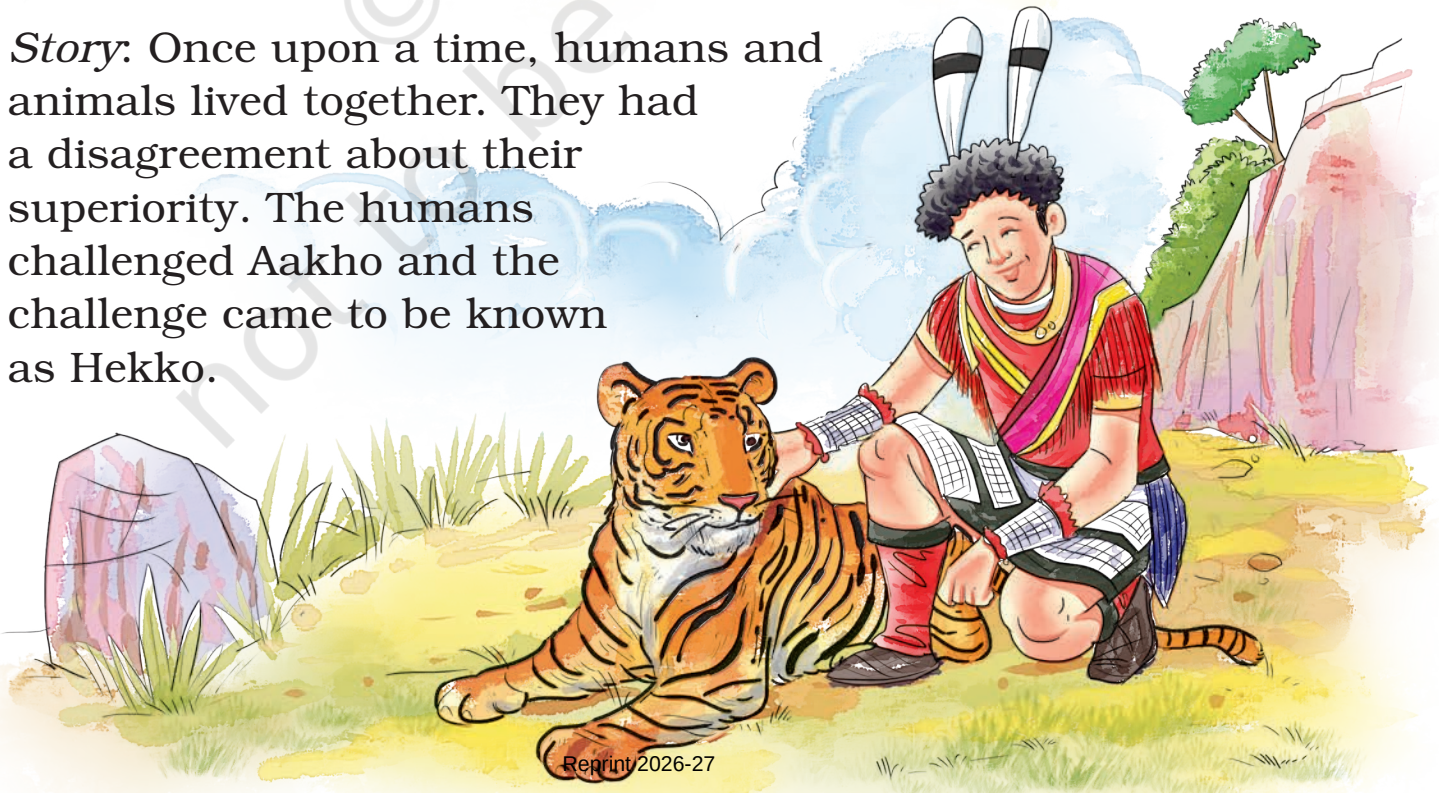
9 Hekko

0432CH09

Let us Read

‘Hek’ means *to challenge* and ‘ko’ means *tiger*. Therefore, the word “Hekko” means “Challenging the tiger.” There is a folk story in Nagaland which talks about “Aami” (The Man) and “Aakho” (The Tiger).

Story: Once upon a time, humans and animals lived together. They had a disagreement about their superiority. The humans challenged Aakho and the challenge came to be known as Hekko.



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The people in the Mokokchung district of Nagaland play a game named Hekko, which is a well-known sport today.

Presently, it is played as a team game between two teams: Aakho and Aami. The strongest people in the village are identified through this game.

There are 11 players in each team. The toss before the game decides which team will be called Aami and which will be called Aakho.

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To play, a circle is first drawn, and the Aami team has to stay within the circle by making a human chain, while the Aakho team stays outside the circle.

At first, two members of the Aakho team enter the circle and try to push the Aami players outside the circle. When an Aami player is pushed out of the circle, he is out and cannot enter again.

The Aami team also tries to catch the players of the Aakho team by surrounding them. When an Aakho player is caught, he is not released until he says "Joko" (surrender). When one player gets

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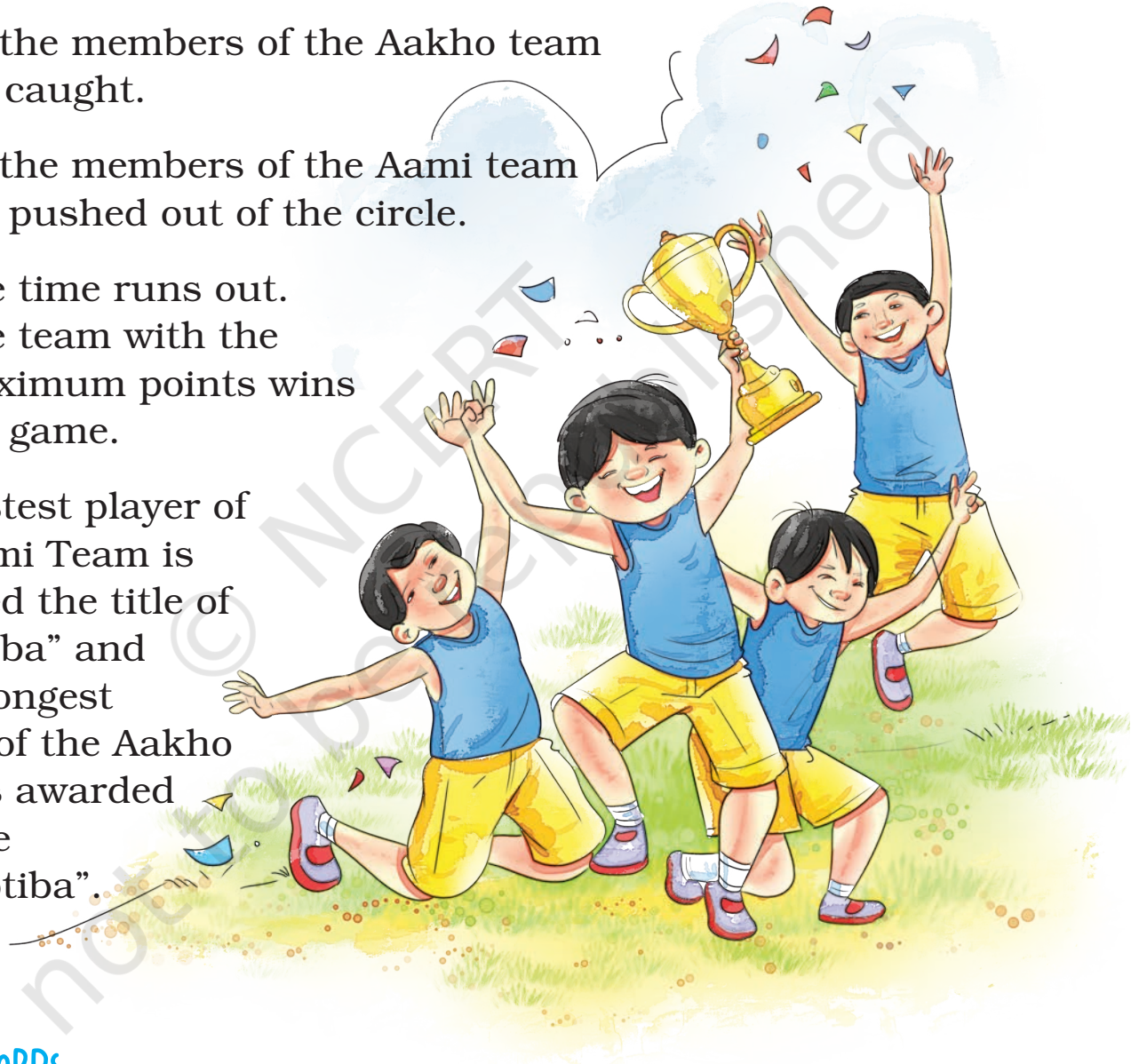
caught and surrenders, another player from the Aakho team enters the circle. Whenever a team gets a player of the opposite team out, it gains points.

The game of Hekko gets over when one of the following three things happens:

- All the members of the Aakho team get caught.
- All the members of the Aami team are pushed out of the circle.
- The time runs out. The team with the maximum points wins the game.

The fastest player of the Aami Team is awarded the title of "Khozuba" and the strongest player of the Aakho team is awarded the title of "Khotiba".



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New Words

declared superiority disagreement surrender

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Note to the Teacher

Explain the word 'decide' by relating it with the term 'decision'.

Let us Think

A. Answer the following.

1. What does the word 'Hekko' mean?
2. What are the two teams in the game called?
3. How many players are there in each team?
4. What do the players in the Aami team do inside the circle?
5. Why do you think the Aakho team (Tiger) must say "Joko" when they are caught?

B. Think and discuss.

1. If you were playing the game Hekko, would you prefer to be in the Aami or Aakho team? Why?
2. If you could add a new rule to the game, what would it be? What would be the benefit of the new rule?

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Let us Learn

A. Choose the correct option to complete the sentence.

1. their/there

   - ..... (their/there) is a beautiful park in my neighbourhood.
   - They completed ..... (there/their) work very fast.

2. two/too

   - ..... of my friends participated in the poster-making competition.
   - I was ..... tired after playing.

3. through/threw

   - The bowler ..... the ball towards the batsman.
   - I can see the clouds ..... my window pane.

4. caught/cot

   - My mother ..... me eating an ice-cream at night.
   - I sleep on a ..... when I am at my grandmother's village.

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5. right/write

- While crossing the road, look to your ....., then left, then right again and then cross the road.
- ..... in a neat and legible handwriting.

Note to the Teacher

Draw learners' attention to:

- similarity in how the words sound
- difference in spelling
- difference in meaning

B. Look at the pictures and write their names. One has been done for you.

st	ch	gl
Stairs	.....	.....
.....	.....	.....
.....	.....	.....

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C. Match the animals with their sound.

I		II
1.	Tiger	coos
2.	Horse	trumpets
3.	Elephant	roars
4.	Dove	neighs
5.	Goat	whoops
6.	Monkey	bleats

D. Read the following sentences. Notice the underlined words.

Once upon a time, humans and animals lived together. Aakho declared that the tigers had the first right on all the things. The humans challenged Aakho.

- The underlined words tell us that the events happened some time ago or in the past.
- In past simple tense, you can add -**ed** to verbs to get this form.

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There are many verbs to which we don't add -**ed**. For example; came, drank, drove, saw, etc. Such verbs are called irregular verbs.

E. Fill in the blanks using -*ed*.

Last week, we ..... (visit) the park for a while. There were many children in the park. They were playing different games. My mother ..... (point) at the children playing kabbadi. On our way home, my sister ..... (jump) in a puddle and muddied everyone's clothes. I ..... (enjoy) my visit to the park.

My sister ..... (want) to go to the pond but I ..... (decide) to stay and watch the game of kabbadi. I ..... (watch) the game for a while and then ..... (join) my mother and sister. There were many fishes in the pond. I ..... (spot) a goldfish and my sister ..... (notice) two tadpoles in the pond.

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Let us Listen

Listen to the description of some traditional games of India. Identify each game and write its name in the space given below.

1. In this game, we stack seven stones on top of each other. The first team throws a ball to knock them down. After the stones are knocked down, the members of the first team hurriedly rearrange the stack while the opponent team catches the ball to quickly hit the members of the first team before the stones are restacked. If you are hit by the ball, you are out. Can you guess the name of the game?

2. In this game, there are two teams. One player from the first team crosses into the second team's side while chanting the name of the game continuously without taking a breath! The goal is to tag as many players as possible and return to their side before being caught. If the player is caught, the other team scores. Can you guess the name of this game?

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3. This game is played with two wooden sticks—a short one and a longer one. The goal is to hit the shorter stick and make it jump in the air, then strike it again to send it flying. Players measure how far the shorter stick travels to score points.

4. In this game, two children form an arch with their arms while others walk under it, singing a song. When the song ends, the arch drops, and the player caught joins in. It's a fun and rhythmic game played in many parts of India.

5. In this game, children use a small round shaped glass object, aiming to knock out other glass round objects placed in a circle. Players flick the glass object with their fingers, trying to hit the target objects and win them. This is a popular outdoor game played in many parts of India.

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Let us Speak

A. Look at the pictures and identify the games being played.

- Have you played any of these games before?
- Discuss with your partner about the games you recognise.
- Which one is your favourite? Why do you enjoy playing it?

Note to the Teacher

The above mentioned games involve a lot of physical and mental strength. For example: "skipping" is associated with "jumping", which can build our bone density! Discuss what other physical and mental benefits can be achieved by the games mentioned above.

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Let us Write

A. You read how the people of Nagaland made the game of Hekko. Use the space given below to write about a new game that you would like to play.

Game: .....

Time: ..... Number of players: .....

Material needed: .....

Rules:

.....

.....

.....

.....

.....

Foul:

.....

.....

.....

.....

Let us Explore

Nagaland is a land of festivals. Hornbill is one of the festivals to promote the culture of the state. Find out more about it.

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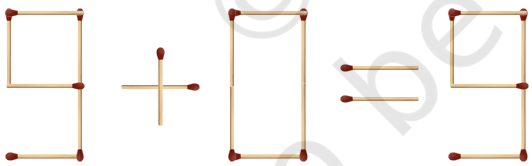
ANSWERS

1) Six errors in the Traffic Scene
   - Zebra's tail on cat
   - Aeroplane flying upside down
   - Bananas hanging on banyan tree
   - Man walking with headphones and antennae on it
   - All traffic signals are working at the same time
   - Zig-zag zebra crossing

2) Eight differences between the two pictures
   - One bird is missing
   - Balloon colour is different
   - Number of flowers in the left corner
   - Number of conical trees on the right
   - Missing stone on the foot of the tree
   - A cloud missing in the sky
   - A stripe of boy's T-shirt missing
   - Boy's socks missing

3) 

4) Riddles
   - Teeth
   - Candle
   - Coconut

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10 The Swing

0432CH10

Let us recite

How do you like to go up in a swing,
  Up in the air so blue?
Oh, I do think it the pleasantest thing,
  Ever a child can do!

Up in the air and over the wall,
  Till I can see so wide,
Rivers and trees and cattle and all,
  Over the countryside.

Till I look down on the garden green,
  Down on the roof so brown,
Up in the air I go flying again,
  Up in the air and down!

– *Robert Louis Stevenson*

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New Words

pleasantest cattle countryside

Let us Think

A. Answer the following.

1. What does the poet see when the swing goes over the wall?
2. Does the poet enjoy swings? Which lines tell us that?
3. "Up in the air so blue"
   Why do you think the poet says the air is blue?

B. Think and discuss.

1. Have you seen a swing? Where have you seen it? What was it made of?
2. What would you like to see when you are up in the air on a swing?

Let us Learn

Stringing together.

Jeevan waited.

Jeevan waited for the bus.

Jeevan waited for the bus all morning.

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Jeevan waited for the bus all morning in the rain.

Jeevan waited for the bus all morning in the rain because his scooter was in the garage being repaired.

Frame a set of sentences as shown in the example. Make sure that each sentence is longer than the previous one.

Let us Listen

Read the following sentence.

I swing on a swing.

The first '**swing**' is an action word(verb). It means to move forward and backward.

The second '**swing**' refers to an object.

There are many words that can be used both as a verb and a noun. You are already familiar with such words.

Now, read the following sentences. Circle the verbs and underline the nouns. One has been done for you.

A. Word: **dance**

The dance begins in an hour.

My friends and I (dance) when we are happy.

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B. Word: **play**

I like to play kho-kho.

We are going to watch a play tomorrow.

C. Word: **answer**

Can you answer the questions?

I know the answer.

D. Word: **fly**

There is a fly on the wall.

My friends fly kites on 15th August.

E. Word: **waves**

The waves did not let us finish our sandcastle.

She waves to her siblings while leaving for school.

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Note to the Teacher

- Draw learners' attention to the placement of the words in the sentences. You may carry this forward to Grade 5 as well.
- You may give them hints about the sentence structure S-V-O (Subject-Verb-Object) followed in English without burdening them with definitions.

  For example:

  - Fatima writes a letter.
    ↓ ↓ ↓
    (Subject) (Verb) (Object)

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Let us Speak

Read aloud the following tongue twister.

How much wood would a woodchuck chuck if a woodchuck could chuck wood?

a) Now, read aloud the tongue twister by making an 'O' shape with your lips while pronouncing the 'W' sound. Repeat it 4–5 times.

b) Read aloud the following words. Remember to make an 'O' shape with your mouth while pronouncing 'W'.

fever	fewer	valley	white	vine
wise	win	wait	vet	wet

Note to the Teacher

- Practice with learners.
- Pronounce a few words for them first.
- /V/ is pronounced by placing the upper teeth on the bottom lip. You may introduce this to learners when you feel they are ready to learn it after /W/.

Let us Listen

Your teacher will read out the poem again. Listen carefully and make a list of words that rhyme. You may add two more words of your choice as well.

Rhyming words in 'The Swing'	My words
swing-thing	ring, king

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Note to the Teacher

- Repeat the poem 4-5 times.
- Rhyming is based on sound. Encourage learners to focus on sounds they hear instead of focusing on spellings.

Let us Write

I do think it the pleasantest thing
Ever a child can do!

The word 'pleasantest' means enjoyable. There are many things that people enjoy doing.

1. **Write a short paragraph about the activities you enjoy doing in your free time**

Note to the Teacher

- Encourage learners to share their hobbies in class.
- You may provide them with a few phrases and words to facilitate the writing process.
- You may talk about your own hobbies first using simple sentences. This will encourage participation.

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2. Look at the picture carefully.

Fill in the blanks with suitable prepositions from the box.

on, beside, between, above,
infront of, behind, under

1. There is a ladybug ..... the two flower pots.
2. A butterfly is flying ..... the flower.
3. A honeybee is sitting ..... the flower.
4. The watercan is ..... the flower pots.
5. An ant is walking ..... the leaf.
6. A caterpillar is walking ..... a flowerpot.
7. A leaf has fallen ..... the flower pot.

Note to the Teacher

- *Revise the concept of prepositions.*
- A preposition is a word used before a noun/pronoun to indicate its place, time and direction.

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Let us Do

Swings of Imagination

Ask students to draw a magical swing that can take them anywhere (outer space, a jungle, a book world). Then, write a short paragraph about the adventure.

Let us Explore

There are some festivals or months in which people like swinging on swings. Collect some information about those festivals or months, and share it with the class.

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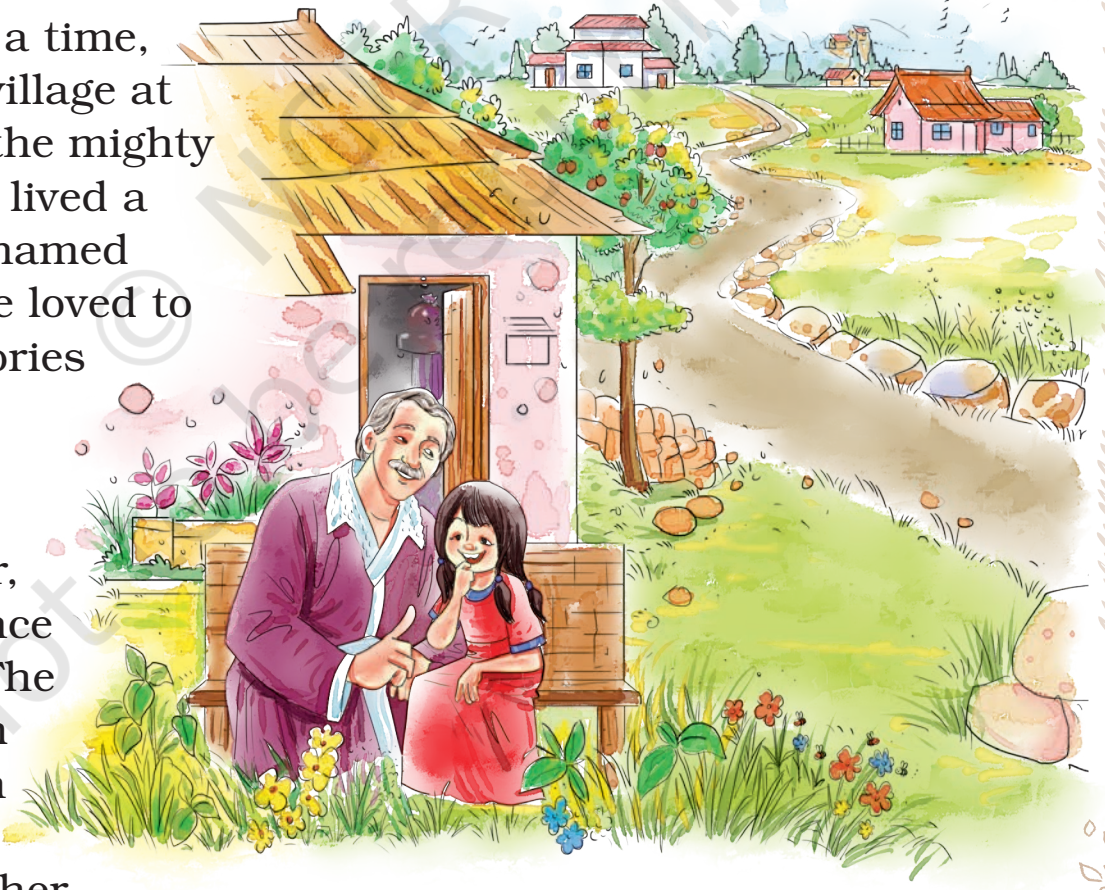
11 A Journey To The Magical Mountains

0432CH11

Let us Read

Once upon a time, in a small village at the foot of the mighty Himalayas, lived a young girl named Minam. She loved to listen to stories about the mountains from her grandfather, who was once a Sherpa. The two of them would often go on long walks together.



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One sunny morning, Minam's grandfather said, "Minam, you have become strong, and you can walk for a long distance. Today, I will take you on a special journey to the mountains. We'll see the beauty of the Himalayas up close!"

Minam was excited and quickly packed her bag with some *rotis* with *achaar*, two water bottles, and her favourite fruit, apples.

They started their journey early in the morning. As they walked, Minam saw beautiful flowers, tall trees, and heard the sounds of birds she had never heard before.
The air was fresh and cool,
and Minam felt
very happy.

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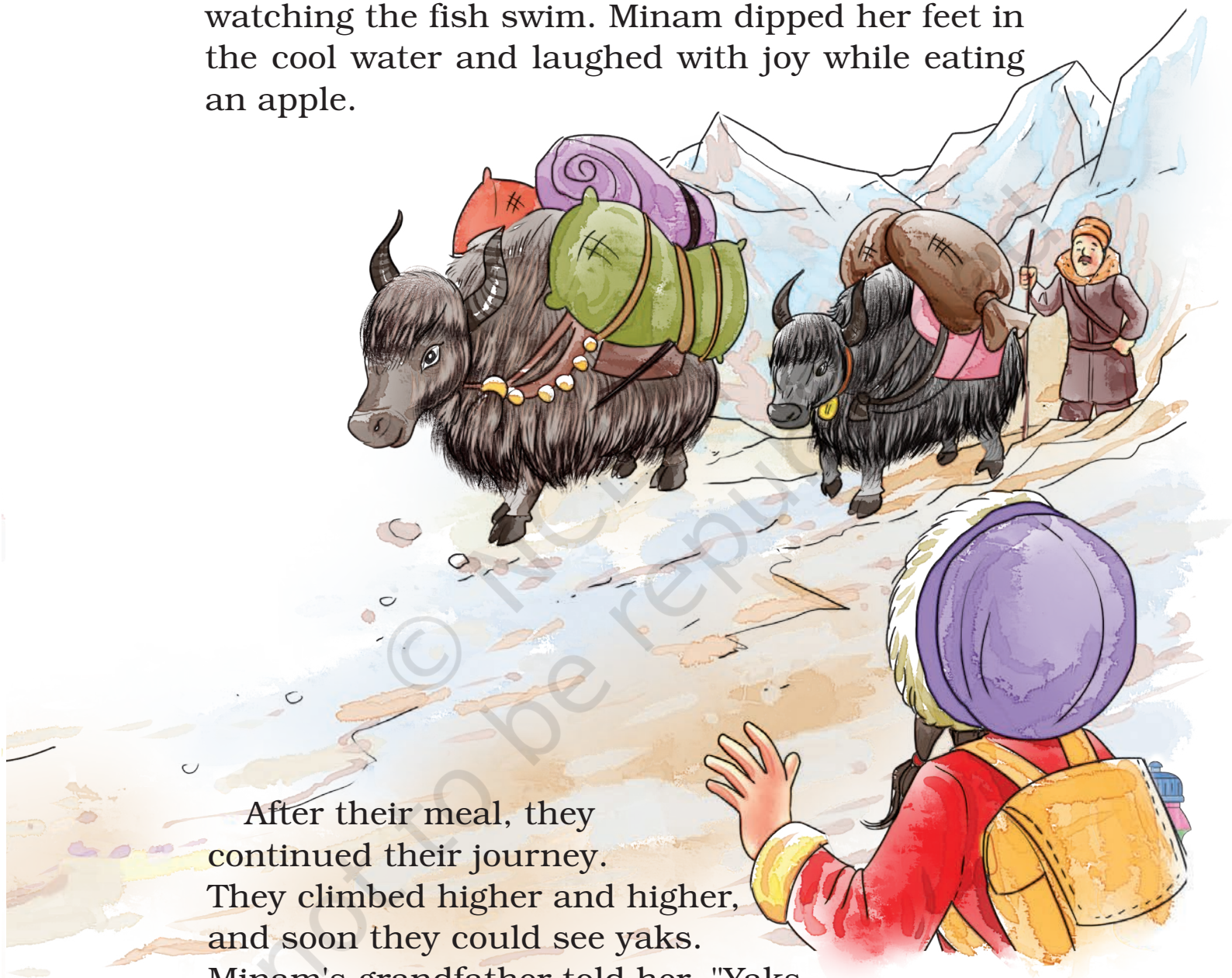
After a while, they reached a small river with clear water. Minam's grandfather said, "This is where we will have our lunch."

They sat by the river, enjoying their *rotis* and watching the fish swim. Minam dipped her feet in the cool water and laughed with joy while eating an apple.



After their meal, they continued their journey. They climbed higher and higher, and soon they could see yaks. Minam's grandfather told her, "Yaks are very important to the people living in the mountains. They give us milk, wool, and help carry heavy loads."

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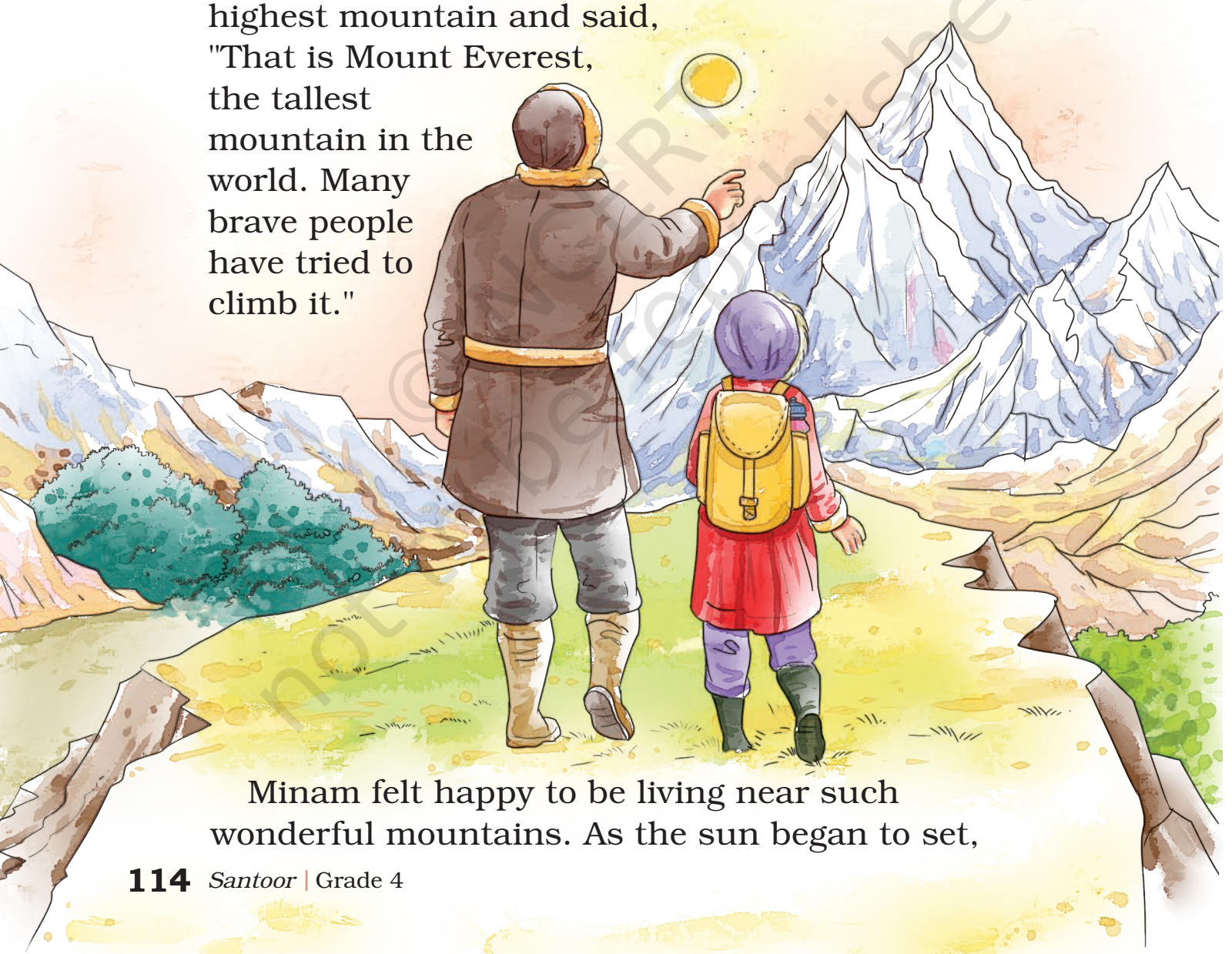
As they walked further, they reached a place where the ground was covered with snow. Minam had never seen so much snow before! She and her grandfather made a small snowman. They laughed and played, making memories Minam would value forever.

Finally, they reached the top of a hill. From there, Minam could see the huge peaks of the Himalayas shining in the sun. It was a beautiful sight. Her grandfather pointed to the highest mountain and said, "That is Mount Everest, the tallest mountain in the world. Many brave people have tried to climb it."



Minam felt happy to be living near such wonderful mountains. As the sun began to set,

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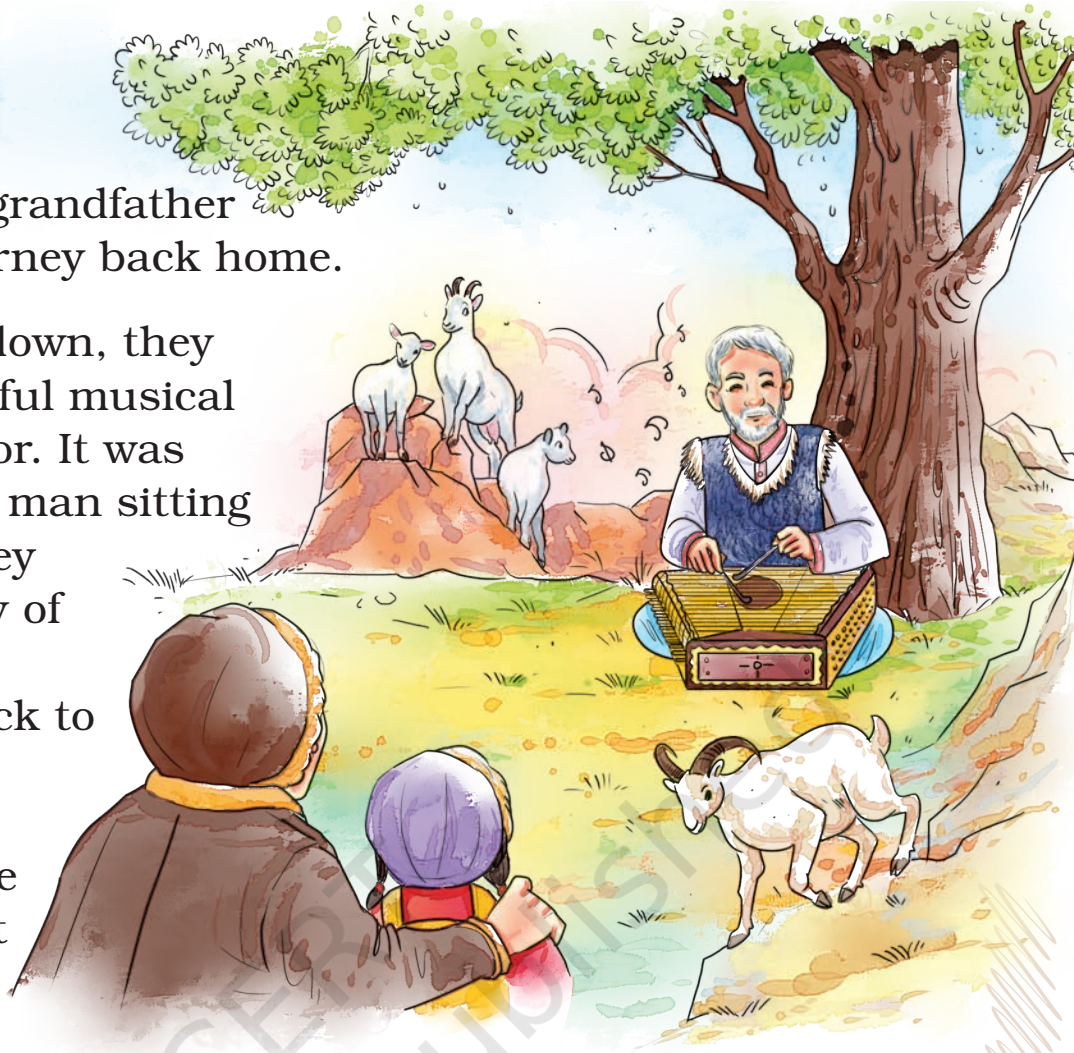
Minam and her grandfather started their journey back home.



On their way down, they heard the beautiful musical notes of a Santoor. It was played by an old man sitting under a tree. They also saw a family of mountain goats jumping from rock to rock. Minam's grandfather explained, "These goats are good at climbing. They can go to places where it's very hard for people to reach."

By the time they reached their village, it was getting dark. Minam was tired but very happy. She turned to her grandfather and said, "Thank you for taking me to the magical mountains. I will never forget this day."

Her grandfather smiled and replied, "The mountains are truly magical, Minam. They teach us about strength, beauty, and the wonders of nature. Always remember to respect and protect them."

Minam promised to take care of the mountains and share their magic with everyone she met.

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New Words

Himalayas Sherpa journey loads
memories journey mighty

Let us Think

A. Answer the following.

1. Who was Minam, and what did she enjoy to do with her grandfather?
2. What did Minam's grandfather say to her one sunny morning?
3. What items did Minam pack for her journey to the mountains?
4. Where did Minam and her grandfather stop for lunch? What did they do there?
5. What was Minam's reaction when she saw snow for the first time?
6. What did Minam promise her grandfather at the end of their journey?

B. Think and discuss.

1. Minam enjoyed learning from her grandfather during their walk. Is there someone in your family or community who teaches you special things? What have you learned from them?
2. Minam saw yaks and mountain goats helping people in the mountains. Can you think of animals or things in your surroundings that are very important to the people around you? How do they help?

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3. Minam promised to protect the mountains. Is there something in nature around your home, school, or neighbourhood that you feel should be protected? What would you do to keep it safe?

C. Match the following based on the story.

Column A	Column B
1. Minam's favourite fruit	a) Yaks
2. Place where they had lunch	b) Apples
3. Animals that live in snowy mountains	c) River
4. The tallest mountain in the world	d) Mountain goats
5. Animals good at climbing rocks	e) Mount Everest

Let us Learn

A. Use the words to complete these sentences.

journey	memories	Sherpa
Himalayas	snowman	heavyloads

1. Minam saw the tall peaks of the ..... .
2. Her grandfather was once a ..... .
3. They went on a long ..... to the mountains.

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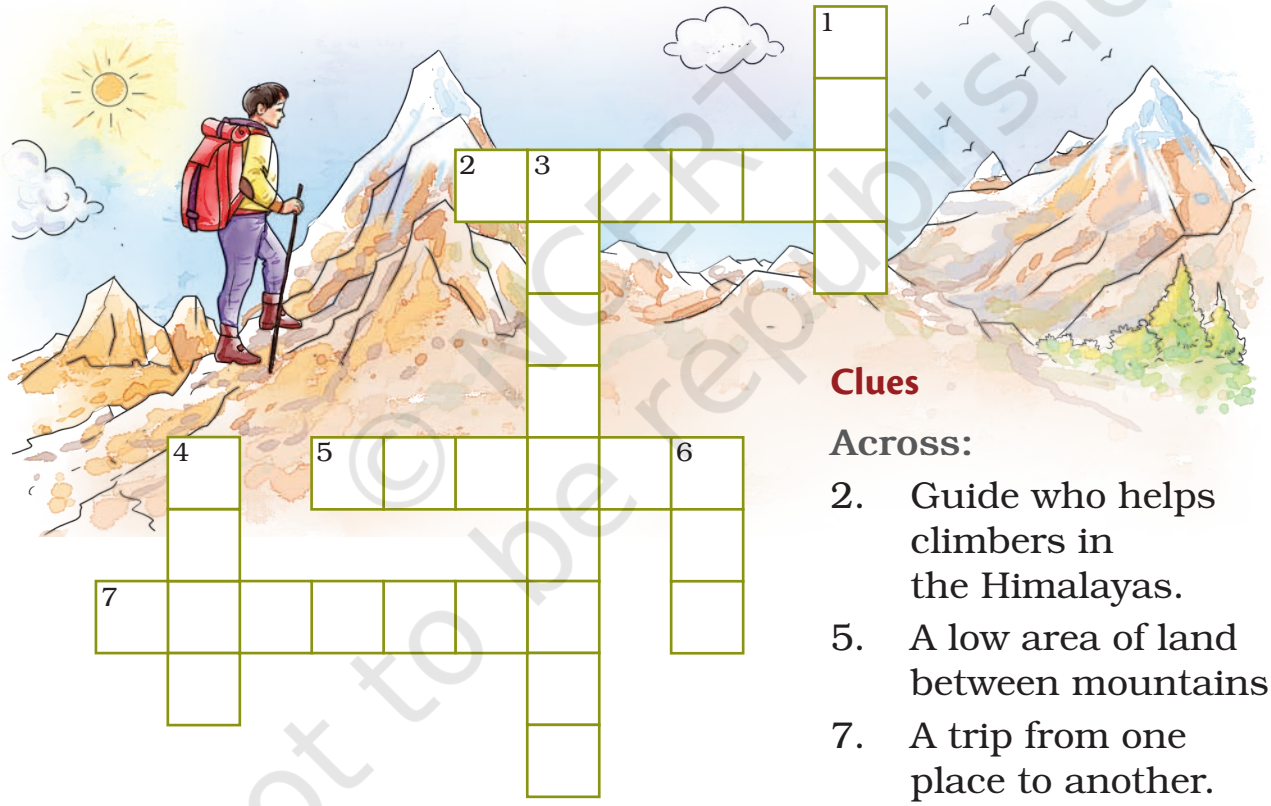
4. Yaks are used by mountain people to carry heavy ..... .
5. They saw the snow-covered mountains. She and her grandfather made a small ..... .
6. The day created beautiful ..... for Minam.

B. Solve the crossword puzzle.



Clues

Across:

2. Guide who helps climbers in the Himalayas.
5. A low area of land between mountains
7. A trip from one place to another.

Down:

1. The pointed top of a mountain.
3. The tallest mountain range in the world.
4. White cover on the top of mountains.
6. A large animal used in mountain regions for milk and wool.

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C. Match each word with its correct meaning.

Column A		Column B
1. Himalayas	a)	Guides and helpers in mountain climbing
2. Sherpa	b)	Large, strong animals found in mountains
3. Journey	c)	A series of connected events or travel from one place to another
4. Yaks	d)	The tallest mountain range in the world
5. Magical	e)	Something wonderful, amazing, or enchanting
6. Memories	f)	Things we remember and cherish

D. Read these lines from the lesson.

"Once upon a time, in a small village at the foot of the mighty Himalayas, lived a young girl named Minam."

Did you know that we use names of body parts to describe other objects? Below are some examples:

- Legs of the table
- Hands of the clock
- Foot of the mountain
- Neck of the bottle

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Now, it's your turn to think creatively! Match the objects below with the correct "body part" they are often compared to.

1.	..... of the river	a)	Eye
2.	..... of the chair	b)	Mouth
3.	..... of the city	c)	Arm
4.	..... of corn	d)	Heart
5.	..... of a needle	e)	Ear

Let us Write

A. Look up a dictionary and find the meaning of the words in the box. Later label the picture.

Plain	River	Valley	Summit	Foot
Slope	Plateau	Hill	Mountain range	

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The words that join two or more words, phrases, or sentences together are known as Conjunctions.

They help make sentences flow better and add meaning.

Example:

- I have a dog and a cat.

AND → It adds information.

.....

- Do you want an apple or a banana?

OR → It gives a choice.

.....

- I was tired, but I finished my Homework.

BUT → It shows contrast (difference).

.....

- I stayed inside because it was raining.

BECAUSE → It gives a reason.

.....

B. Join the sentences using the correct conjunction.

1. She was hungry. She ate a sandwich. (or/but/because)

   .....

2. I wanted to go out. It was too late. (or/and/but)

   .....

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3. He was happy. He got a new toy. (or/and/because)

.....

4. We can go to the zoo. We can go to the aquarium. (or/but/because)

.....

5. Aman has a pen. Aman has a pencil. Aman has an eraser. (or/because/and)

.....

6. Simran loves to eat mangoes. She loves bananas. (or/and/but)

.....

7. He ran fast. He missed the bus. (and/but/because)

.....

8. She stayed home. She was not feeling well. (or/and/because)

.....

9. I love chocolate. I love vanilla. (and/but/or)

.....

10. The baby is crying. He is hungry. (but/or/because)

.....

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Let us Speak

Form your class into two groups, A and B. Each group will sit facing to each other. Follow the instructions to play the 'Sentence Completion' game.

1. A child from group A will say the beginning of a sentence such as:

   - On a bright summer morning, ...

     .....

     (A child from group B will complete the sentence.)

2. Next, a child from group B, will be invited to say the beginning of another sentence such as:

   - One day, a clever squirrel decided .....

     .....

     (A child from group A will complete the sentence.)

Note to the Teacher

The objective is to provide opportunities for speaking. However, the teacher must ensure that the sentences made by children are making sense. The sentences may or may not be related to each other.

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Let us Do

Pick any one of the given mountain animal or bird.

Snow Leopard Himalayan Tahr Red Panda
Himalayan Brown Bear Blood Pheasant Yak

Find out details about them. You may include their picture, habitat, adaptation, life cycle and lifestyle, as will as how they survive in harsh conditions.

Design a colourful chart with drawings, pictures, and captions about the animal or bird. Make a presentation and present it to the class.

Let us Explore

Collect pictures and facts about the first woman to climb Mount Everest twice.

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12 Maheshwar

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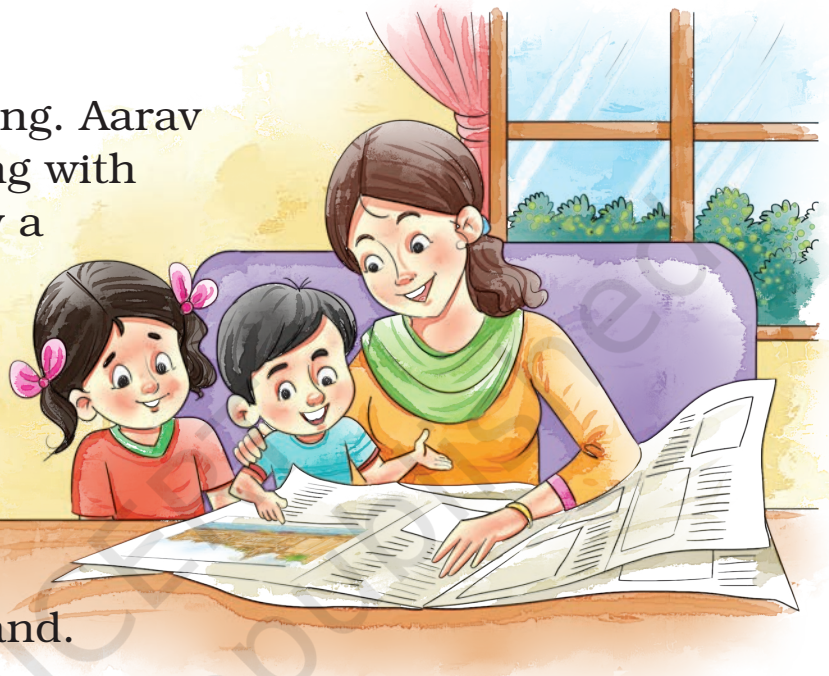
Let us Read



It was a pleasant evening. Aarav and Ananya were sitting with their Chachi. They saw a picture of a fort in the newspaper.

Aarav : Chachi! Do you know the name of this fort? It looks so grand.

Chachi : *(with a twinkle in her eye)* Come here! Sit down. Well, the fort in the picture is the majestic Maheshwar. It was built long ago by Queen Ahilya Bai. This fort is famous for its overhanging balconies.

Aarav : *(excited)* A queen and her fort? Overhanging balconies?

Ananya : That is exciting! A real queen built the Maheshwar Fort?

Chachi : *(smiling)* Yes, dear! Queen Ahilya Bai ruled over Maheshwar, a place in Madhya Pradesh.

---

* *Chachi:* Paternal aunt

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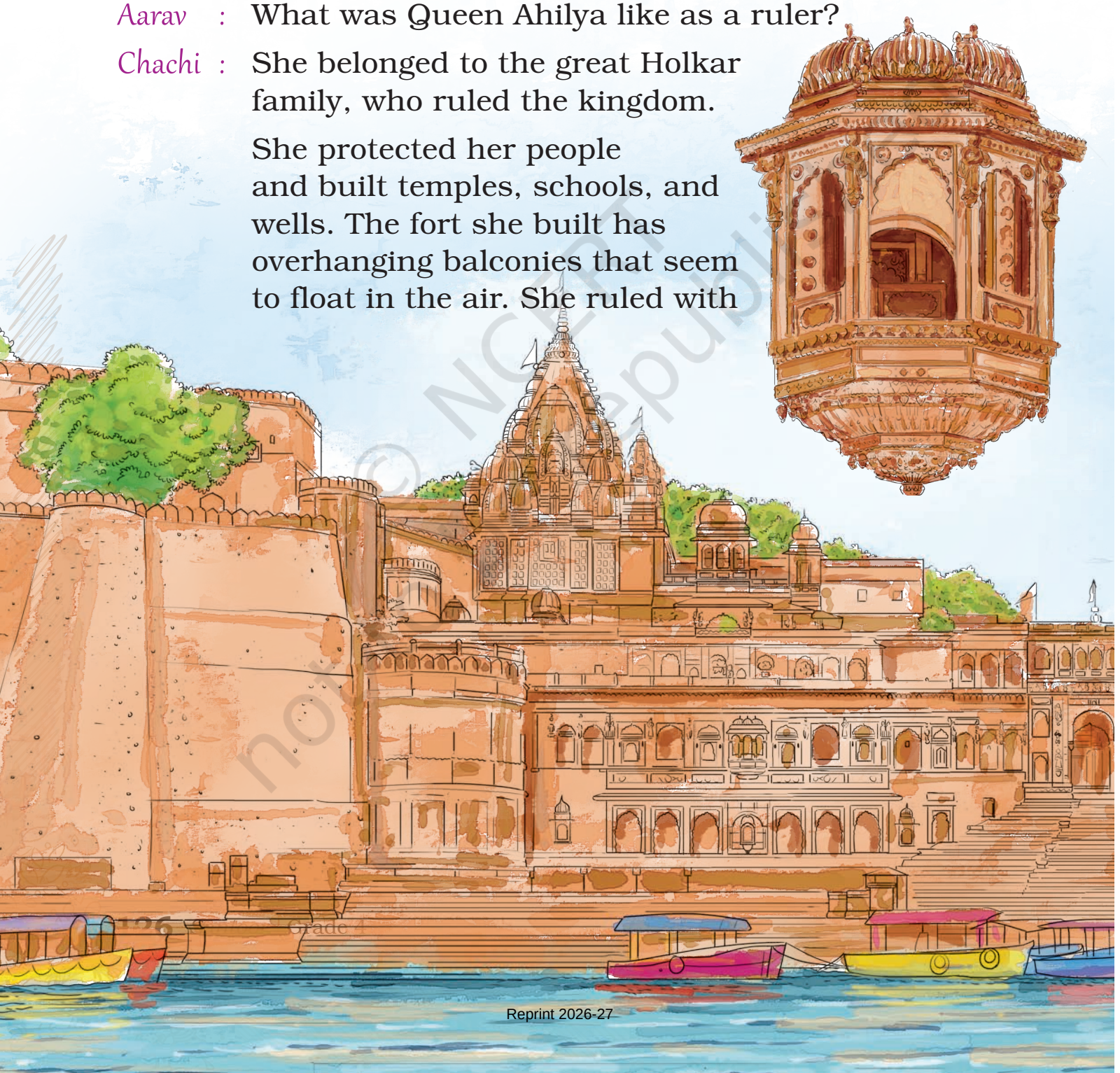
This place is just 95 kilometres away from Indore. She was a warrior queen who ordered to build a strong and beautiful fort on the banks of the Narmada River. This Queen had the fortress built on a hill, and from there, she could see her entire kingdom of Maheshwar. This fort is also known as Ahilya Fort.

Aarav : What was Queen Ahilya like as a ruler?

Chachi : She belonged to the great Holkar family, who ruled the kingdom.

She protected her people and built temples, schools, and wells. The fort she built has overhanging balconies that seem to float in the air. She ruled with



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kindness and wisdom and people loved her. A 13-feet tall statue of Queen Ahilya Bai stands even today in front of the palace, like a guardian watching over her land.

Aarav and Ananya : *(together)* Tell us more about the fort, Chachi.

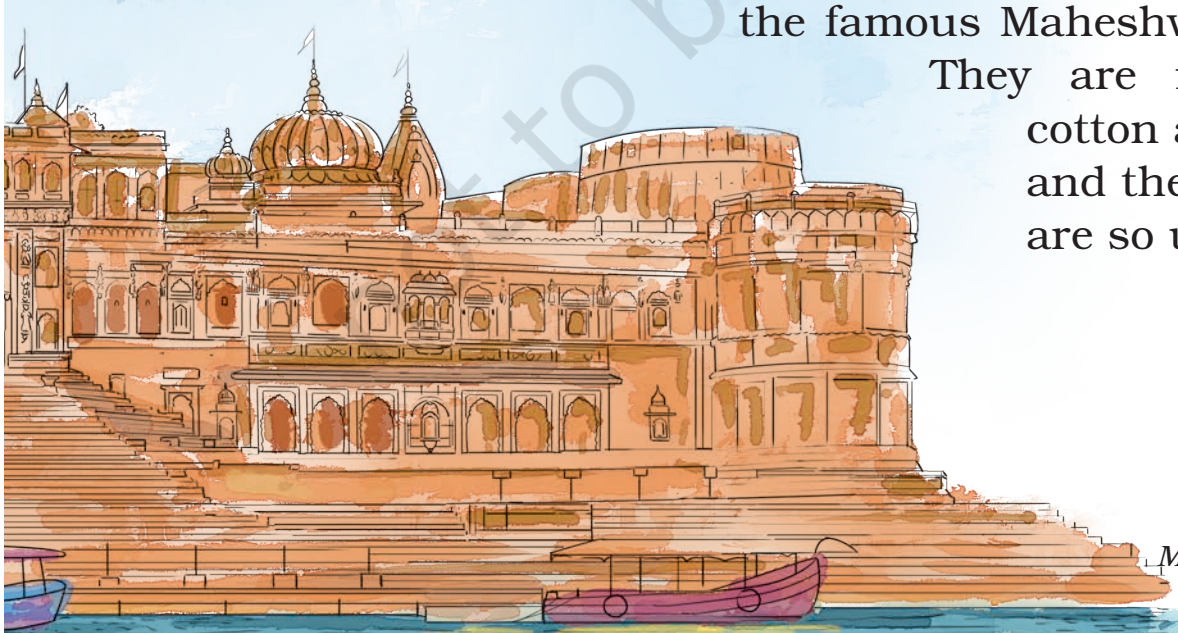
Chachi : *(smiling)* Ah, yes. The fort is known for its unique style of construction and grand staircases. It was made of special red stones brought from Gujarat and Rajasthan.

Ananya : *(fascinated)* Can we go there, Chachi? Can we see it?

Chachi : Why not? You will enjoy visiting the fort. You know, the fort is on a hill, overlooking the town of Maheshwar on one side and the Narmada River on the other. There are many beautifully designed temples near the fort.

Ananya : *(excitedly)* And what else, Chachi? Is there more?

Chachi : Yes, there's something special you will love! The people of Maheshwar are known for weaving the famous Maheshwari sarees. They are made from cotton and silk, and the designs are so unique.



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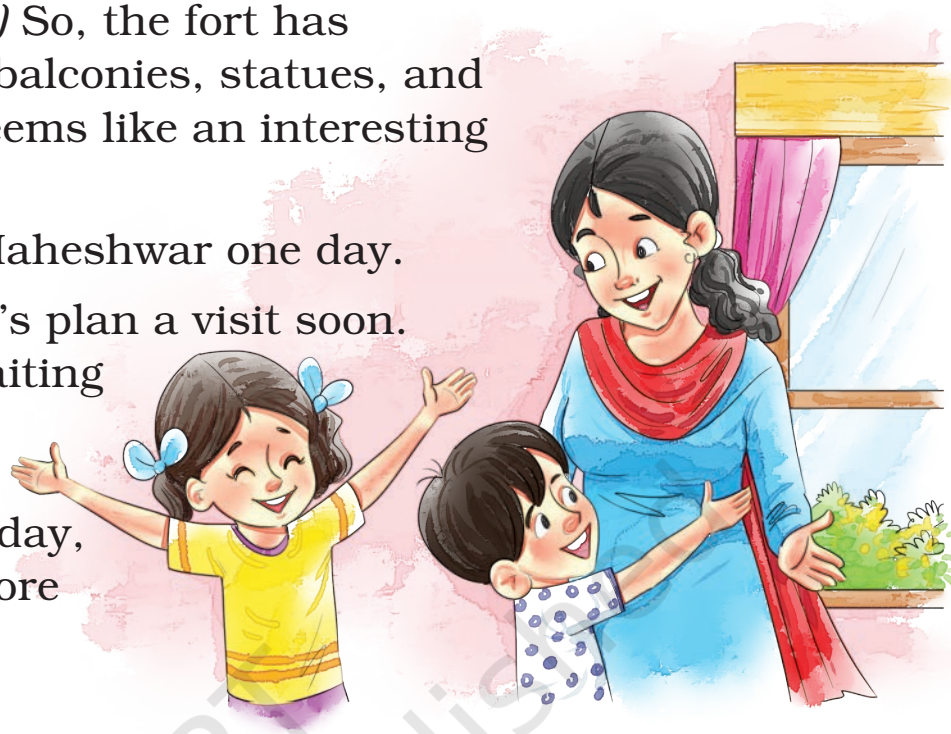
Aarav : *(enthusiastic)* So, the fort has overhanging balconies, statues, and temples! It seems like an interesting place to visit.

Ananya : Let us visit Maheshwar one day.

Chachi : Why not? Let's plan a visit soon. The fort is waiting for you to discover its secrets. One day, we shall explore it together.



New Words

fort majestic overhanging balconies ruler unique

Let us Think

A. Answer the following.

1. Who was Ahilya Bai?
2. Where is Maheshwar Fort located? What makes its location special?
3. What materials were used to build Maheshwar Fort, and where did they come from?
4. What does the statue of Queen Ahilya Bai in front of the palace represent?

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B. Think and discuss.

1. Aarav and Ananya get excited about visiting Maheshwar Fort. What do you think makes historical places like this interesting?
2. If you were Aarav or Ananya, what part of the fort would you be most excited to see—the overhanging balconies, the statue, or the temples? Why?

Let us Learn

A. The words "smiling", "grinning", and "laughing" have similar meanings.

Example:

- happy, joyful, cheerful
- brave, bold, fearless

Given below are sets of words that have similar meaning along with a word that does not fit the group. Circle the odd one out.

1. sad, unhappy, tearful, thrilled
2. talk, discuss, kind, speak
3. noisy, quiet, silent, calm
4. cotton, wooden, silk, woollen

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Find out two such sets of words and write them below.

- ....., ..., ...
- ....., ..., ...

B. Read the word 'design' aloud. What did you observe?

The letter 'g' is silent.

Now, read the following words. Underline the words that have a silent 'g' letter.

sign	light	goat	night	sing
sugar	king	high	magnet	

C. Match the following.

A			B	
1.	Kindness	( )	a)	Being wise
2.	Bravery	( )	b)	Being royal
3.	Wisdom	( )	c)	Being special
4.	Majestic	( )	d)	Being devoted
5.	Unique	( )	e)	Being strong
6.	Fierce	( )	f)	Being kind
7.	Dedicated	( )	g)	Being brave

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Let us Listen

Listen to your teacher narrating the following passage.

The Maheshwari sarees were originally made of pure silk, but cotton yarn was later introduced. As they gained popularity the handloom weaving tradition in Maheshwar began.

These sarees are famous for their unique reversible borders and *pallus*, showcasing a blend of cotton and silk threads. They are traditionally made in colours like peacock blue, bright yellow, forest green, and an Indian red dye called *Aal*.

Today, Maheshwari sarees are available in both national and international markets.

Arrange the following sentences in the order in which they appear in the passage.

- Later, Maheshwari sarees are made with a blend of silk and cotton. { }
- Today, these sarees are available both in India and other countries. { }
- The weavers originally used pure silk. { }
- The sarees are famous for their reversible borders. { }

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Let us Speak

A. Find out from the elders of your home and your locality about any historical place that is there in your town or nearby. You may consider more than one place too! Collect information and pictures of that place and present it to the class.

Your presentation must include:

- Name of the place
- Name of the monument
- Historical people associated with that monument
- Special features of that monument
- How the monument is connected to the people (emotionally)
- Any other relevant information.

B. Complete the following passage with suitable Articles (*a, an* and *the*)

Once upon ..... time, there live ..... monkey on ..... oak tree. One day, ... monkey saw ..... old man with ..... bag. ..... naughty monkey snatched the bag. Inside ..... bag was .....

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apple, ... pear, ... olive and ..... carrot. It gave ..... pear to ..... elephant and ..... carrot to ..... bear.

It kept ..... olive and ..... apple inside ..... empty box. While ..... monkey slept, ... dog found ..... apple and stole it. The monkey was left with only ..... olive to eat.

Note to the Teacher

- Revise the concept of 'a' and 'an'.
- We use 'the' when we talk about something specific.

Example:

- It gave the pear to an elephant. (here, we are specifically talking about pear)
- It gave the carrot to a bear. (here, we are specifically talking about carrot)

Let us Write

A. Imagine you are visiting Maheshwar Fort with your family. Write a short description of what you see and feel as you explore the fort's balconies and temples.

B. Based on the facts that you have learnt in the lesson, write a short paragraph on the Maheshwar Fort.

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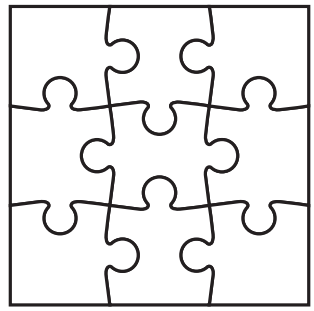
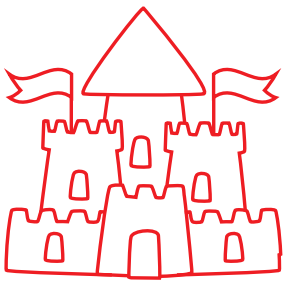
Let us Do

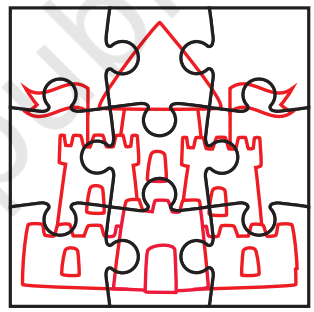
I. Draw a template of a puzzle like this on thick chart paper/ cardboard.

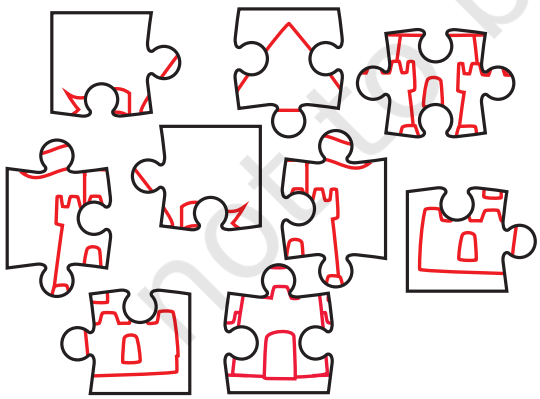




II. On the back side of the puzzle draw a picture of a fort like this.

III. Cut the puzzle using child-friendly scissors along the lines to separate into puzzle pieces.





IV. Mix the puzzle pieces and try rearranging them into a fort. Play with your friends.

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Self Assessment 2

You may select more than one box for each point.

1. I can recite the poems with gestures:
   - By myself ☐
   - In a group ☐
   - By repeating after my teacher ☐
   - None of the above. I like reading poems quietly ☐

2. I can understand the new words:
   - By using a dictionary ☐
   - After listening to my teacher's explanation ☐
   - By reading with my classmates in groups ☐
   - By reading the entire sentence again ☐
   - By looking at the pictures ☐

3. I can answer the questions:
   - In my mother tongue ☐
   - In English ☐
   - In English with a few words of my mother tongue ☐
   - In my mother tongue, with a few words of English ☐

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4. I can write:

- By myself ☐
- After following my teacher's instructions ☐
- After reading my friends' work ☐
- With my teachers'/friends' help ☐

5. I was able to do all the activities:

- By myself ☐
- With the help of my teacher ☐
- With the help of my classmates ☐
- With the help of my family members ☐

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Note to the Teacher

- The assessment sheet should be filled by the learners.
- Teachers may include this as a part of their learners' progress trajectory.

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